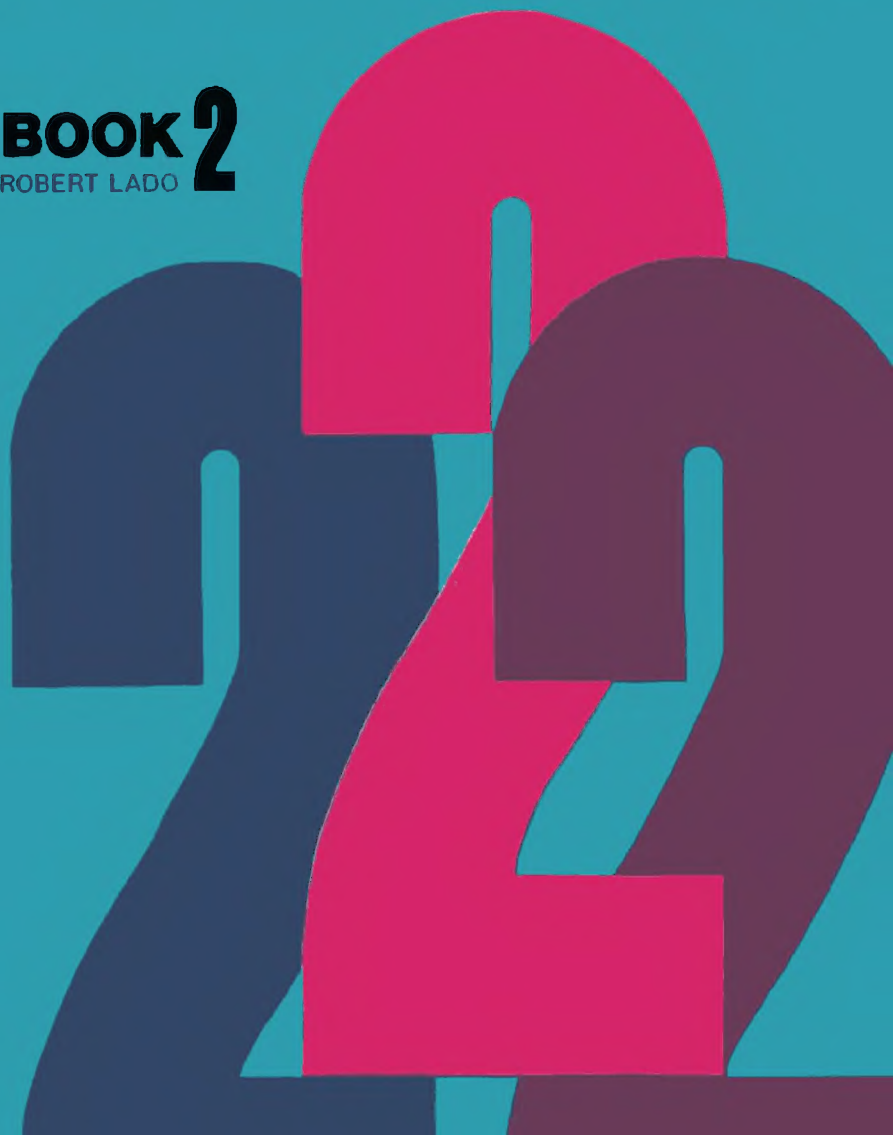


LADO **English** **SERIES**

A complete course in English as a second language

BOOK 2
ROBERT LADO



BOOK

2

LADO

ENGLISH

SERIES

ROBERT LADO

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PREFACE

This is the second of six volumes in an entirely new type of textbook series for students of English as a second or foreign language. For many years I had hoped to be able to give expression to my teaching experience, my linguistic and psychological training, and my insights into how to make the work of both teacher and student more productive and rewarding by fashioning just such a series. But the demands of a busy life — first developing the English Language Institute at the University of Michigan with Dr. C. C. Fries, and then organizing the School of Languages and Linguistics at Georgetown University in Washington, D. C. — delayed until now the realization of this project.

It was while I was in Spain on a Fulbright grant organizing a new program to train teachers of English in that beautiful country that my friend, Julio Andujar of the Regents Publishing Company, suggested that the time had come to write the LADO ENGLISH SERIES.

After much work and many revisions, here is Book 2. It is intentionally designed to be both clear — unlike the complicated texts of my own high school days — and lively. But it is more than that; for it embraces many features that are new and unique, combined with the best of the traditional in a fully-integrated sequence of dialogues, pattern practices, study frames, exercises, dialogue variations, readings, pronunciation practices, and copy sections, devised and arranged to lead the student to a secure mastery of the material together with a firm confidence in his ability to use it.

The LADO ENGLISH SERIES has been designed to be simple in makeup and transparent in structure, two qualities which have been implemented in the following ways:

1) Within each Unit, the heading of a section indicates in *one word* what is to be done with the material: MEMORIZE, SUBSTITUTE, STUDY, PRACTICE, SPEAK, READ, THINK, PRONOUNCE, COPY. It is as simple as that!

2) Dialogues to be memorized are short (usually just six lines). They are conversational in form and chatty in content, with examples of the grammar of the Unit embedded in each. They are carefully graded. None embodies any material beyond that already learned or to be learned in the Unit.

In contrast, dialogues featuring conversational sentences found in other current materials are, as a rule, not well graded. Those that are often seem hardly conversational. The dialogues of the LADO ENGLISH SERIES are both well graded and, at the same time, natural and conversational. This is a unique achievement in textbooks of this type.

3) The intonation marks embrace the simple and effective lines made famous by the Michigan materials, now further enhanced by two additional features: a single dot on the line for the main stress of the sentence, and terminal curves. Many different intonation and stress markings were tested, and this facile combination proved by far the most effective. In the example

This is Philip

the line under *This is* represents the mid-level intonation. The line above the first syllable of *Philip* represents high intonation. The dot pinpoints the main stress on this syllable. The line farther below the last syllable represents low intonation, with the final descending curve indicating a falling terminal border typical of most statements of fact.

A terminal border may also denote a rising curve typical of yes/no questions:

Is Philip in class?

or it may be level, to extend a sustained intonation such as in an unfinished utterance:

Philip, this is . . .

4) The STUDY section teaches grammatical structure, using the tried and tested frames which help make a grammar principle understood almost at a glance. Here they have been used not only to focus

attention on the significant element of the examples, but to introduce as well an occasional concept of transformational grammar. The goal of the LADO ENGLISH SERIES is not to teach grammar as such (whether transformational or structural) but to help the student *use* English sentences. My whole experience is that he does this best when he masters the grammar — rules and patterns — *at the same time* he uses English sentences.

5) The PRACTICE section is designed for oral group practice of rapidly-moving exercises in which students apply the rule or extend the pattern by analogy. Many allow a choice in the response and must be answered individually. The exercises are conversational in form and colloquial in content; they move regularly from one topic to another to keep class interest high.

6) The SPEAK section suggests just one of the many creative variations available with the material which has been learned. The lines may be read aloud as in role-playing, or they may be used to stimulate further independent possibilities by students, depending on the degree of their creativity and the extent of their progress.

7) The READ section regroups and recombines the material in order to reinforce audio-lingual skills at this level. Beginning with Unit 5, the readings become more informative and interesting, and also serve to introduce new words in context.

8) A THINK section which has been added to each Unit in Book 2 provides still another device for creative practice. The exercises are based on a composite picture that requires thoughtful interpretation. Students are expected and encouraged to formulate in their own words and in their own way what they see.

9) Under PRONOUNCE, the student is introduced to an illustrated key word to be utilized as a touchstone in the mastery of a specific sound — plus a facial diagram (the equivalent of many words of explanation) labeled with a minimal telegraphic description of the articulation. Individual words embodying the sound to be studied have been selected for pronunciation practice from the text, while sentences — written in a light and humorous vein — provide material for intensive drill in longer sequences.

In some units, a game-type exercise is presented in which the student is asked to identify by number one of a pair of contrasting

sounds. Exercises such as these can be fun, while at the same time proving both serviceable and profitable in the teaching of proper pronunciation.

10) Finally, the COPY section asks the student to pair new words of the Unit with matching sentences. To correctly do so requires that he first master the meaning of each word before being able to copy it in the appropriate space. The subdivision of the words and sentences into groups limited to four or five choices each facilitates the work of the student.

The illustrations in the LADO ENGLISH SERIES are certain to delight and motivate both student and teacher. While cheerful and attractive, they are, however, also functional: as an integral part of the text, the illustrations conscientiously complement the dialogues and exercises.

I have every confidence that teachers of English as a second language will find the LADO ENGLISH SERIES eminently teachable and highly effective, and that it will meet in every way their highest expectations.

ROBERT LADO

Washington, D. C.

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Unit 1



MEMORIZE

John: Where did you go yesterday?

Paul: We went to the city.

John: What did you see?

Paul: We saw the circus.

John: How was it? Was it good?

Paul: It was fine. We liked it.

John: When did it begin?

Paul: The first show began at five-thirty.

Where did you go yesterday?

We went to the city.

What did you see?

We saw the circus.

How was it? Was it good?

It was fine. We liked it.

When did it begin?

The first show began at five-thirty.

SUBSTITUTE

1. Where did you go yesterday?

eat

study

begin

speak

2. Where did you go?

she

they

he

Paul

3. What did you see?

eat?

drink?

read?

study?

4. How was it?

the circus?

the lesson?

the coffee?

the food?

5. Was it good?

interesting?

difficult?

easy?

long?

cold?

hot?

6. When did it begin?

you eat?

she go?

he study?

you sleep?

they get up?

STUDY

Information questions in the past: *Where did you go?*

Notice the information questions with WHERE, WHAT, WHEN, and HOW:

DID you go to the city?
WHERE DID you go?

DID you see the circus?
WHAT DID you see?

DID it begin at five?
WHEN DID it begin?

WAS it good?
HOW WAS it?

Substitute the appropriate interrogative (WHERE, WHAT, WHEN, HOW) and put it in the first position.

PRACTICE

1. Change to information questions.

Did you go to the city?

→ Where did you go?

Did you see the circus?

→ What did you see?

Was it good?

→ How was it?

Did it begin at five?

Did you eat at the restaurant?

Did he drink milk?

Was it cold?

Did she eat at twelve?

Did you study yesterday?

Did you read in school?

Was the lesson interesting?

Did you understand the lesson?

2. Answer individually.

Where did you go, home or to the city?

→ I went home.

(→ I went to the city.)

What did he see, the circus or a TV program?

→ He saw the circus.

(→ He saw a TV program.)

Was it good or bad?

→ It was good.

(→ It was bad.)

When did it begin, at five or at five-thirty?

Where did Paul go, to school or to the museum?

What did he see, books or paintings?

How were they, interesting or dull?

When did he go home, early or late?

Where did Helen go, to Mexico or to the United States?

What did she speak, Spanish or English?

How did she speak, slowly or fast?

When did she go, last week or last year?

3. Change to information questions with HE.

I went to the circus.

→ Where did he go?

John saw the city.

→ What did he see?

We studied yesterday.

→ When did he study?

I was sick.

→ How was he?

We were in class.

I spoke English.

We went home at three-thirty.

We saw a TV program.

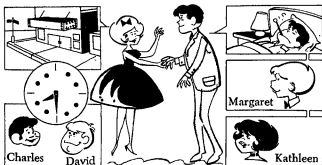
They went to the museum.

Helen was fine.

I listened carefully.

We began yesterday.

SPEAK



Alice: Good morning, Paul. How are you?

Paul: I'm fine today, but I was sick yesterday.

Alice: I didn't know. I didn't go to class yesterday.

Paul: Where did you go?

Alice: Mary and I went to the theater.

Paul: How was the play? Was it good?

Alice: It was excellent.

Paul: When did it begin?

Alice: It began at eight-thirty.

Paul: Did you go with Margaret?

Alice: No, we didn't go with her. We went with Charles and David.

Paul: Did you see Kathleen?

Alice: No, we didn't.

READ

My friend and I went to the theater last night. We saw an interesting play. The actors were excellent. We liked it. It began at seven-thirty. We went home at ten o'clock. My brothers did not go to the theater. They went to the circus. It was good. They liked it. My mother was at home. She did not go to the theater or to the circus. She watched television last night. My sister listened to the radio. She did not study. She wrote a letter to a friend.

Answer the questions.

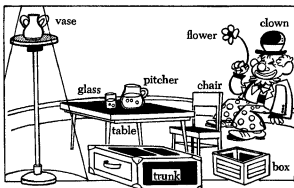
1. When did the friends go to the theater?
2. What did they see?
3. How were the actors?
4. When did the play begin?

5. Where did the brothers go?
6. How was it?
7. Where was the mother?
8. What did she watch?
9. What did the sister listen to?
10. What did she write?

THINK

How did he put the flower in the vase?

Use *First, then, put . . . on . . . , got up, put . . . in . . . , fell down.*



LEARN

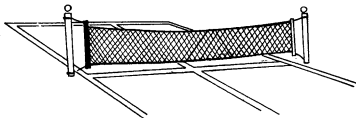
The chair is **ON** the table.

The water is **IN** the pitcher.



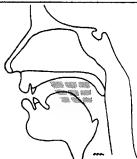
PRONOUNCE

net [e]



simple vowel, tongue in
mid-front position

[e]



net	when	ten
get	then	cent
leg	men	when
bread	friend	French
pen	tell	yes
bed	egg	excellent
Edward	Helen	seven

Get ten men.

When?

Then.

Tell Helen when.

Seven cents for bread.

Get to bed at ten.

French bread, ten cents.

Tennis net, yes, where?

COPY

Copy each word in an appropriate sentence in the same group.

The _____ is under the table. circus

I like the clown in the _____. actor

The water is in the _____. glass

The _____ in the play was good. trunk

He put water in the _____. fell down

The clown _____. first

_____ he got up. chairs

He has a table and _____. pitcher

He put the _____ on the chair.

tennis

I saw the _____ at the theater.

got up

It's a _____ net.

box

First, the clown _____.

play

The _____ was funny.

net

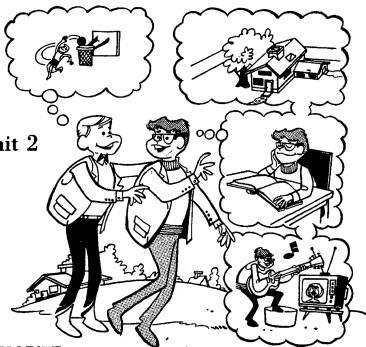
A _____ is not a vase.

clown

It's a tennis _____.

cup

Unit 2



MEMORIZE

John: What did you do last weekend?

Bill: I stayed home. What did you do?

John: I played basketball. What did you do at home?

Bill: I studied for a test.

John: Did you study all day?

Bill: No. I played the guitar and I watched television.

What did you do last weekend?

I stayed home. What did you do?

I played basketball. What did you do at home?

I studied for a test.

Did you study all day?

No. I played the guitar and I watched television.

SUBSTITUTE

1. What did you do last Sunday?

week?

month?

summer?

night?

weekend?

2. What did you do?

he

she

they

Bill

John

Alice

Helen

3. I stayed home.

played basketball.

studied for a test.

practiced the piano.

played the guitar.

watched TV.

went to school.

4. What did you do at home?

in school?

in the city?

in New York?

in London?

5. I read a book.

went to bed early.

got up late.

wrote a letter to a friend.

went to the museum.

6. Did you study all day?

work

read

practice

write

STUDY

Information questions about the verb phrase: *What did you do all day?*

Notice the use of DO and WHAT:

DID you stay home?
WHAT DID you DO?

DID you play basketball?
WHAT DID you DO?

DID you study all day?
WHAT DID you DO all day?

Use WHAT + DO for information questions about the verb phrase: *stay home, play basketball, study, etc.*

PRACTICE

1. Change to information questions about the emphasized verb phrase. Use WHAT + DO.

Did you *play basketball* last weekend?

→ What did you do last weekend?

Did Bill *stay home* last Sunday?

→ What did Bill do last Sunday?

Did he *study for a test*?

→ What did he do?

Did John *play basketball* last week?

Did Alice *play the guitar* yesterday?

Did Bill *watch television* at home?
Did he *go to school* last Monday?
Did he *study* all night?
Did he *go to bed* early?
Did John *go to the museum* in London?
Did you *write to your family* last week?

2. Answer individually.

What did you do last Sunday, stay home or go to church?

→ I stayed home.

(→ I went to church.)

What did he do yesterday, play with friends or study?

→ He played with friends.

(→ He studied.)

What did you do last summer, go to school or stay home?

What did John do yesterday, study geography or watch television?

What did Alice do last Sunday, play the piano or play basketball?

What did she do last Monday, go to the museum or study geography?

What did Bill do at home, study or watch television?

What did he do at night, study or go to bed early?

What did he do in the morning, get up early or sleep late?

What did you do yesterday, study the lesson or watch television?

3. Change to information questions about the emphasized phrase. Use the appropriate interrogative and DO or the appropriate verb.

Did you *play basketball* last weekend?

→ What did you do last weekend?

Did you go to school *last month*?

→ When did you go to school?

Did Bill study *geography at home*?

→ Where did Bill study geography?

Did Alice practice the piano *last Sunday*?

Did she *play basketball* last week?

Did you study history *in school*?

Did you *watch television* last night?

Did the clown put the flower *in the vase*?

Did he *put the chair* on the table?

Did John go to school *on Monday*?

Did he *see the circus* last weekend?

LEARN

Months of the year: *January, February,*

Memorize the months of the year:
JANUARY, FEBRUARY,
MARCH, APRIL, MAY,
JUNE, JULY, AUGUST, SEPTEMBER,
OCTOBER, NOVEMBER, DECEMBER.

MEMORIZE

Thirty days have September,

April, June, and November;

February has twenty-eight.

All the rest have thirty-one,

Except in leap year

When February has twenty-nine.

Learn the hand method:



The months that coincide with the knuckle bones in this order have thirty-one days.

PRACTICE

1. Say the months of the year.
2. Say: "Thirty days have September, . . ."
3. Answer the questions individually.

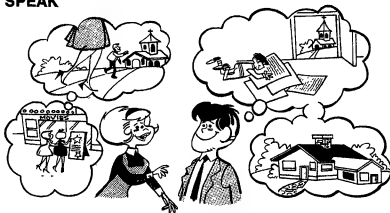
What months have 30 days?

What months have 31 days?

What month has 28 days?

When does February have 29 days?

SPEAK



Helen: What did you do last Sunday?

Paul: I read the Sunday paper, and I went to church.

Helen: Did you go out with your friends?

Paul: No. I stayed home. What did you do?

Helen: I went to church in the morning.

Paul: And what did you do in the afternoon?

Helen: I went to the movies with Alice.

Paul: What did you see?

Helen: I don't remember. I didn't like it.

Paul: What did you do in the evening?

Helen: I studied history and English.

Paul: I studied those subjects too.

READ

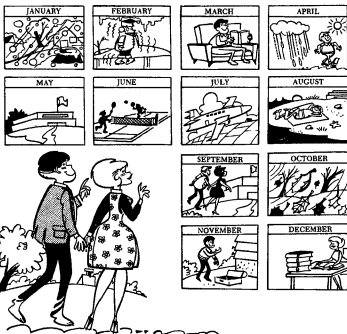
We were in the United States twelve months. They were January, February, March, April, May, June, July, August, September, October, November, and December. Our activities changed from month to month. In the cold months we studied and worked. In the hot months we went out. What did you do in June? June is a hot month in the United States. Our vacation began in June. June is a cold month in Argentina, Brazil, and Chile. What did students do last June in those countries? They were in school. They studied. What did we do in the United States? We played. We didn't study. What did we do in January? We studied, but my friends in South America played.

Answer the questions.

1. What did we do in the cold months?
2. When did our vacation begin in the United States?
3. Is June a cold month or a hot month in the United States?
4. Is it a cold month or a hot month in Argentina?
5. What did we do in the United States in June?
6. What did students do in Chile in June?
7. What did we do in January in the United States?
8. What did they do in Argentina that month?
9. Were we in the United States twelve months or twelve days?
10. Is January a cold month in the United States?

THINK

What did he (she) do each month?



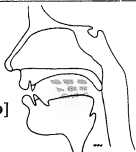
PRONOUNCE

nut [ə]



simple vowel, tongue in mid-central position, relaxed

[ə]



nut	does	doesn't
study	up	mother
cover	lunch	you
hungry	circus	trunk
ugly	dull	funny
month	some	but
London	country	summer

Lunch for a hungry person.

A funny lunch in London.

A dull summer in the country.

Does mother study in the summer?

The trunks of the circus.

Study the cover.

Some summer months.

COPY

Copy each word in an appropriate sentence in the same group.

John played _____ in April.

do

He didn't play the _____ all day.

basketball

What did you _____ last weekend?

movies

I went to the _____ with Alice.

guitar

Our _____ changed every month.

played

Bill _____ the guitar on Sunday.

test

He _____ home.

activities

He studied for a _____.

stayed

The rest have thirty-one days,_____ February.	change
February has 29 days in_____.	except
On Sunday I went to_____.	leap year
Activities _____ every month.	church
_____ the students studied for the test	person
A clown is a funny_____.	piano
I didn't play the guitar. I played the_____.	stayed
I _____ home and studied English,	all
Paul studied the same_____.	vacation
_____ begins in June in the United States.	subjects
Bill stayed home last_____.	summer
Vacations are in_____ in the United States.	weekend
_____, _____, _____, and _____ have thirty days.	January
_____, _____, _____, _____, _____, _____, and _____ have thirty-one days.	February
_____ has twenty-eight days, except when leap year gives it twenty-nine.	March
	April
	May
	June
	July
	August
	September
	October
	November
	December

Unit 3



MEMORIZE

Helen: When did you meet Paul?

Ann: Last year.

Helen: Where did you meet him?

Ann: In California.

Helen: When were you in California?

Ann: Last summer.

When did you meet Paul?

Last year.

Where did you meet him?

In California.

When were you in California?

Last summer.

SUBSTITUTE

1. When did you meet Paul?

see

write to

talk to

go out with

study with

3. Where did you meet him?

she

he

John

Ann

they

5. How did you meet him?

her?

them?

Paul?

Alice?

7. When were you in California?

was he

were they

was she

was Paul

were we

was Ann

2. Last year.

summer.

winter.

week.

month.

Sunday.

4. In California.

school.

class.

Europe.

the United States.

San Francisco.

6. We met by accident.

by chance.

on the train.

on the bus.

at school.

at Bill's home.

STUDY

Short answers to information questions *Last year.*

Notice the short answers

SHORT ANSWERS

She met Paul *last year.*

WHEN did she meet Paul? — LAST YEAR.

She met him *in California.*

WHERE did she meet him? — IN CALIFORNIA.

She met him *by accident.*

HOW did she meet him? — BY ACCIDENT.

He was in California *last summer.*

WHEN was he in California? — LAST SUMMER.

Answer only the question word

WHEN? → LAST YEAR.

WHERE? → IN CALIFORNIA.

HOW? → BY ACCIDENT.

PRACTICE

1. Change to information questions with WHEN, WHERE, or HOW, and SHE.

I met Paul last year.

→ When did she meet him?

I met him by accident.

→ How did she meet him?

I was in California

→ Where was she?

I met Paul in California.

I met him last summer.

She was at a basketball game.

She was in San Francisco.

I saw him by chance.

I wrote to him last Sunday.

Helen saw him at home.

I studied with him last year.

2. Answer individually. Use your own or one of the suggested answers.

Where were you yesterday morning?

→ At home.

(→ In class.)

(→ In New York.)

Where did you go yesterday?

Home.

To New York.

To school.

To the basketball game.

To class.

To the library.

Where did you meet him?

On the bus.

In class.

At school.

On the train.

In California.

In Washington.

When did you meet him?

Last week.

Yesterday.

Last year.

Today.

Last summer.

In 1969.

Last Monday.

In September.

Last month.

Sunday morning.

How did you meet him?

By accident.

On the bus.

By chance.

On the train.

At school.

At the game.

How was the book?

Good.

Easy.

Bad.

Difficult.

Interesting.

Long.

Dull.

Short.

Where were you last summer?

At home.

In school.

In California.

In New York.

In Mexico.

In San Francisco.

How was California?

Beautiful.

Fine.

Interesting.

Friendly.

Where did you live last year?

At home.

At 246 Hill Street.

On California Street.

In San Francisco.

On Edison Avenue.

In the United States.

How was the food at the restaurant?

Good.

Excellent.

Bad.

Cold.

Fine.

O K.

3. Answer individually. Give true answers.

What's your name?

→ Paul Martin.

What's your address?

→ 246 Hill Street.

When did class begin?

→ At 9 o'clock.

What's your phone number?

→ 652 5191. (Six five two five one nine one)

What's your name?

What's your address?

What's your phone number?

What's your father's name?

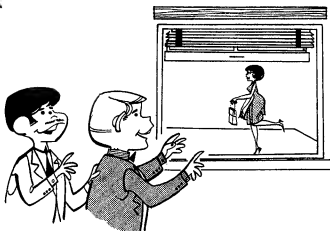
When does the class end?

Where do you live?

How do you feel?

What day was yesterday?

SPEAK



Charles: Do you know Mary?

Joseph: Yes, I do.

Charles: When did you meet her?

Joseph: Last August.

Charles: Where did you meet her?

Joseph: In Florida.

Charles: When were you in Florida?

Joseph: Last summer.

Charles: Where were you in Florida?

Joseph: In Miami.

Charles: How did you meet Mary?

Joseph: At Sylvia's home. She introduced me.

Charles: Please introduce me to her.

Joseph: O.K.
Mary, this is Charles.

Mary: Hello, Charles.

Charles: Hello, Mary.

READ

Last summer Mary and Peter went on vacation with their family. They went to California. They visited San Francisco. Peter and Mary liked the city. They told their friends in school, "San Francisco was beautiful." They liked the Pacific Ocean too. They remembered their history class. They remembered this: Balboa discovered the Pacific in 1513. They met new friends in San Francisco. They met Paul Martin. They met him at John's home. John introduced Paul to them.

Answer the questions.

1. Where did Mary and Peter go on vacation?
2. When did they go?
3. What did they see?
4. What did they like?
5. What did they remember?
6. Who did they meet?
7. Where did they meet him?
8. Where was Paul?

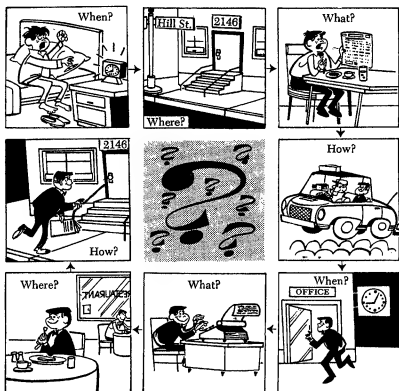
9. When did Balboa discover the Pacific Ocean?
10. How did they meet Paul?

THINK

Ask and answer appropriate questions. Use short answers.

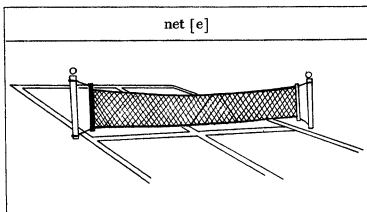
When did he get up?

→ At eight o'clock.

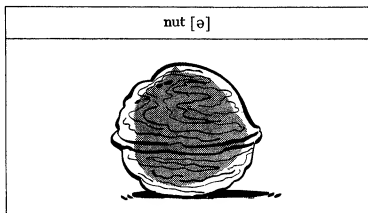


PRONOUNCE

Contrast [e] and [ə].



net	ten	French	pen	egg
get	leg	Edward	cent	seven
when	then	Helen	bread	yes



nut	some	month	funny	hungry
but	trunk	does	ugly	dull
doesn't	study	up	country	lunch

Get ten men.
 Study the cover.
 When?
 Some summer months.
 Seven cents for bread.
 London in the summer.
 Tell Helen when.
 Does mother study at one?

COPY

Copy each word in an appropriate sentence in the same group.

I met Paul by _____.	game
He went home by _____.	Pacific Ocean
We went to the basketball _____.	bus
Please _____ me to Mary.	chance
We liked the _____ too.	introduce
He went to California by _____.	walked
Bill _____ home.	train
How did you meet him? By _____.	office
He went to the _____ by taxi.	O.K.
Was breakfast _____?	accident

Unit 4



MEMORIZE

John: What are you doing?

Henry: I'm reading.

John: What are you reading?

Henry: Astronomy. I like the stars.

John: Are you planning a trip to the moon?

Henry: No. Are you kidding? I'm not planning a trip;
I'm studying.

What are you doing?

I'm reading.

What are you reading?

Astronomy. I like the stars.

Are you planning a trip to the moon?

No. Are you kidding? I'm not planning a trip;

I'm studying.

SUBSTITUTE

1. What are you doing?

studying?

reading?

drinking?

eating?

watching?

2. I'm reading.

reading the paper.

studying math.

eating candy.

drinking milk.

watching a science program.

3. Are you going home?

going on vacation?

planning a trip?

writing a letter?

studying French?

watching TV?

4. I'm not going home.

going on vacation.

planning a trip.

writing a letter.

studying French.

watching TV.

5. Is Henry kidding?

eating?

listening to the radio?

going on vacation?

talking on the phone?

6. Yes, he's kidding.

eating candy.

listening to the radio.

going on vacation.

talking on the phone.

7. Are you planning a trip?

Is Henry

Is he

Are they

Is Helen

Are we

8. No, I'm not planning a trip.

he's

we're

she's

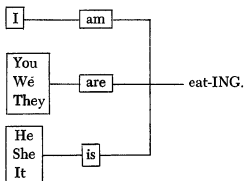
they're

you're

STUDY

Progressive form: *I'm reading. Are you joking?*

Notice the verb BE (AM, ARE, IS) and the -ING form of the main verb:



Use the appropriate form of the verb BE (AM, ARE, IS) and the -ING form of the main verb (EATING).

CONTRAST

I eat every day.

I am eating now.

I eat: habitual activity.

I am eating: activity in progress now, at the present time.

PRACTICE

1. Change to the progressive form with NOW.

I go home at four-thirty.

→ I'm going home now.

Mary studies German.

→ Mary's studying German now.

He goes home at five o'clock.
We watch television at night.
Henry writes a letter every Sunday.
He listens to the radio in the afternoon.
Mr. Johnson reads the paper in the morning.
The teacher speaks English every day in class.
The students do exercises every day.
We listen every minute.

2. Answer individually.

What are you doing, reading or listening?

→ I'm reading.

(→ I'm listening.)

What is Bill reading, astronomy or history?

→ He's reading astronomy.

(→ He's reading history.)

What are you studying, geography or mathematics?

What is John doing, talking or answering a question?

What is Alice eating, candy or bread?

What is she doing, eating lunch or reading?

What are you drinking, water or milk?

Where are you going, to school or home?

What are you watching, television or the stars?

Negative form: *I'm not planning a trip.*

Use the negative form of the verb BE (AM NOT, ARE NOT, IS NOT).

3. Change to the negative, as though in disagreement.

I'm planning a trip.

→ You're not planning a trip.

You're reading astronomy.

→ I'm not reading astronomy.

He's studying the map.

They're speaking Spanish.

She's looking at the picture.

She's crying.

We're answering the letter.

John is eating lunch.

He's listening to the news.

I'm ordering coffee.

Helen is playing the guitar.

She's teaching Bill.

He's learning fast.

He's becoming a guitar player.

Yes/no questions: *Are you planning a trip to the moon?*

Use the yes/no question form of the verb BE (AM, ARE, IS).

Are you Paul Martin?

Are you planning a trip?

Is Philip in class?

Is Philip studying?

Am I a student?

Am I studying?

4. Change to the yes/no question form, showing disbelief.

You are planning a trip.

→ Am I planning a trip?

I'm reading philosophy.

→ Are you reading philosophy?

John is writing a letter.

Robert is studying astronomy.

I'm talking to Alice.

You're crying.

Short answers to yes/no questions in the progressive form:
Yes, I am. No, he's not.

Use the short answer form of the yes/no question with BE.

Are you Paul? Yes, I am.

Are you studying? No, I'm not.

Is Philip in class? Yes, he is.

Is Philip studying? No, he's not.

Am I a student? Yes, you are.

Am I studying? No, you're not.

5. Answer individually with affirmative or negative short answers.

Are you planning a trip?

→ Yes, I am.

(→ No, I'm not.)

Are you joking?

→ Yes, I am.

(→ No, I'm not.)

Are you reading?
Is Helen reading English?
Is John eating?
Are you listening to me?
Are they sleeping?
Are they playing basketball?
Is Alice playing the guitar?
Is she thinking in English?

Information questions with BE + ING *What are you reading?*
Use the appropriate interrogative plus the yes/no question.

Are you reading astronomy?
What are you reading?
Are you reading?
What are you doing?

6. Change the following to information questions about the underlined phrases.

Are you studying?
→ What are you doing?
Is John drinking milk?
→ What is he drinking?
Are you writing a letter?
→ What are you writing?
Is Ann eating candy?
Is Henry reading astronomy?
Is John joking?

Is he talking in class?

Are they studying in Europe?

Am I teaching?

Are you studying?

7. Answer individually.

What are you doing, studying or planning a trip?

→ I'm studying.

(→ I'm planning a trip.)

How am I speaking, clearly or fast?

→ You're speaking clearly.

(→ You're speaking fast.)

What are you reading, astronomy or history?

What are you using, a pen or a pencil?

Where is he staying, at the hotel or with his brother?

How is he coming, by train or by bus?

What is he doing, sleeping or reading?

Where is Joseph studying, at home or in the library?

What are the students doing, studying or eating lunch?

What are you eating, fish or meat?

What is Helen drinking, milk or water?

DON'T use the progressive form with LIKE, BE, SEE, WANT, and KNOW.

I like (d) the stars.

I am (was) a student.

I see (saw) the moon.

I want (ed) fish.

I know (knew) Henry.

SPEAK



Helen: What are you doing?

Alice: I'm thinking.

Helen: What are you thinking?

Alice: I'm thinking about lunch. I like food.

Helen: Are you planning a diet?

Alice: Are you joking? I'm not planning a diet. I'm thinking about eating.

Helen: Are you thinking about apples?

Alice: No, I'm thinking about meat and potatoes. And what are you thinking?

Helen: I'm thinking about food too.

Alice: Are you planning a diet?

Helen Yes, I'm planning a diet. I'm thinking about apples, coffee, tea, milk, and meat.

Alice I don't like apples.

READ

I am at home now. I am studying English. I am learning new sentences. I am repeating them. I am memorizing them. I am practicing the exercises and the conversation. My friends are studying at home too. But some students are not studying. They are not reading or memorizing. They are listening to the radio or watching television. They are eating or drinking. Some students are talking on the phone. What is Helen doing? Is she playing tennis? What am I doing? I am thinking about Helen. What are you thinking about? Are you eating?

Answer the questions.

1. Where is he?
2. What is he doing?
3. What is he studying?
4. What is he memorizing?
5. What are his friends doing?
6. Where are they studying?
7. What are some students doing?
8. What are they not doing?
9. What are they watching?
10. Who is he thinking about?

THINK

What is he thinking?

What is he doing?

Where is he reading?



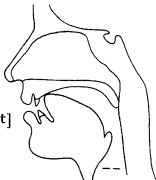
PRONOUNCE

tree [t]



consonant exploded between
tongue and gum, tense,
voiceless

[t]



tree	ten	TV
teach	talk	tell
try	time	Tuesday
guitar	two	table
diet	late	light
don't	want	it
get	eat	but

Tell Tom to try.

Don't eat it hot.

Teach Tom to talk.

It gets late fast.

Two tall trees too.

Don't want the cat.

Ten tourists try tennis.

It's not that hot.

COPY

Copy each word in an appropriate sentence in the same group.

Helen is playing the _____. homework

She is on a _____. candy

Henry is eating _____. diet

He is doing his _____. guitar

Is Henry a guitar _____? use

Don't _____ the -ING form with LIKE. player

What's he _____ about? teaching

He's not _____ her. thinking

I'm reading _____.

joking

Are you _____?

moon

Are you planning a trip to the _____?

stars

I'm not _____ a trip.

astronomy

I like the _____ in the sky.

planning

Unit 5



MEMORIZE

Henry: What were you doing at the hospital yesterday?

Were you sick?

John: No. I was waiting for my sister.

Henry: What was she doing there?

John: She was visiting Helen.

Henry: Was Helen sick?

John: No. She was working. She's a nurse.

What were you doing at the hospital yesterday?

Were you sick?

No. I was waiting for my sister.

What was she doing there?

She was visiting Helen.

Was Helen sick?

No. She was working. She's a nurse.

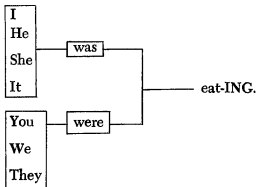
SUBSTITUTE

1. What were you doing at the hospital?
library?
restaurant?
store?
museum?
bank?
2. I was waiting for Helen.
you.
my sister.
Bill.
him.
them.
3. What were you doing?
was she
was John
was I
were they
was he
4. What was she doing?
reading?
practicing?
listening to?
writing?
saying?
5. She was visiting Helen.
We were
They were
I was
Bill was
He was
6. She was working.
talking.
thinking.
waiting.
walking.
watching.

STUDY

Past progressive form: *I was waiting.*

Notice WAS, WERE (verb BE) and the -ING form of the main verb:



Use the past form of the verb BE (WAS, WERE) and the -ING form of the main verb (EATING) to indicate activity in progress in the past.

CONTRAST

I ate lunch.

I was eating lunch.

I ate: activity completed in the past.

I was eating: activity in progress in the past.

PRACTICE

1. Change to the past progressive form.

She visited Helen.

→ She was visiting Helen.

Helen worked at the hospital.

→ She was working at the hospital.

You went home at five o'clock.

I read the paper last night.

Henry wrote a letter to his mother.

We listened to the news.

My sister came out at five-thirty.

Helen worked at the hospital.

I looked at the door.

She opened the window.

Negative form: *I wasn't looking at the door.*

Use the negative form of BE (WAS NOT, WERE NOT).

2. Change to the negative, indicating disagreement.

I was looking at the door.

→ You weren't looking at the door.

You were looking at the window.

→ I wasn't looking at the window.

Mary was waiting for Helen.

→ Mary wasn't waiting for Helen.

I was reading the paper.

They were listening to the news.

Bill was eating at the restaurant.

Henry was writing a letter to Mary.

Bill was ordering coffee.

He was taking the coffee to John.

He was helping Helen.

We were resting.

Yes/no questions (past): *Was she visiting Helen?*

Use the yes/no question form of BE.

Was she waiting?

Was she visiting Helen?

Were you working?

Were you visiting Helen?

3. Change to yes/no questions, showing disbelief.

Bill was helping Helen.

→ Was he helping Helen?

I was waiting for my sister.

→ Were you waiting for your sister?

You were looking at the window.

→ Was I looking at the window?

John was reading the paper.

He was listening to the news.

He was waiting for his sister.

Helen was working that day.

Mary was visiting her.

You were talking to her.

I was looking at the door.

They were resting.

Short answers to yes/no questions: *Yes, she was. No, he wasn't*
Use the short answer form for BE.

4. Answer individually, using the yes/no short answers.

Were you resting?

→ Yes, I was.

(→ No, I wasn't.)

Was Bill taking coffee to Helen?

Was John working at the hospital?

Were you visiting a friend?

Were you eating?

Was he visiting Mary?

Was she helping Mary?

Was Mary playing?

Was he reading the paper?

Information questions with WAS, WERE + -ING: *What were you doing at the hospital?*

Use the appropriate interrogative (WHAT, WHERE, HOW, WHO, WHEN) with the yes/no question form.

Was Helen working at the hospital?

Where was Helen working?

Were you visiting Helen?

Who(m) were you visiting?

Were you working at the hospital?

What were you doing at the hospital?

5. Change to information questions about the underlined word or phrase.

Was Mary working at the hospital?

→ Where was Mary working?

Was John visiting Helen?

→ Who(m) was John visiting?

Were you waiting at the hospital?

→ What were you doing at the hospital?

Was Ann helping Helen?

Was the nurse working at the hospital?

Were you waiting there yesterday?

Were you taking flowers to your sister?

Was the class visiting Helen?

Were they going to the hospital?

Were they going by bus?

6. Answer individually.

What was John doing at the hospital, visiting or working?

→ He was visiting.

(→ He was working.)

Who was John helping, Helen or his sister?

→ John was helping Helen.

(→ John was helping his sister.)

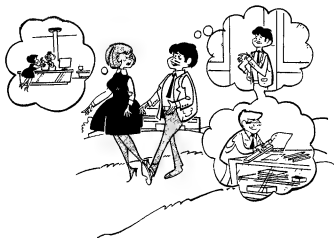
Where was he waiting, at home or at the hospital?

→ He was waiting at home.

(→ He was waiting at the hospital.)

What were you taking to Ann, flowers or coffee?
How were you going home, by bus or by taxi?
When was John waiting at the hospital, yesterday or last week?
Who was Henry visiting, Helen or Alice?
Where was Helen working, at the store or at the hospital?
What was she doing, thinking or talking?
Where was Henry going, home or to school?
When were they asking these questions, yesterday or Saturday?

SPEAK



Jane: What were you doing at the store yesterday?

Charles: I was waiting for David.

- Jane** What was he doing there?
- Charles** He was buying things for school.
- Jane** What was he buying?
- Charles** A pen, some paper, a notebook, a ruler, and some pencils. Where were you? How did you see me?
- Jane** I was in the store too.
- Charles** What were you doing there?
- Jane** I was visiting Barbara.
- Charles** Was Barbara buying things?
- Jane** No, she wasn't. She was working. She was selling things.
- Charles** I didn't see you.

READ

I visited Mr. Collins last Sunday. He was reading a story about the discovery of penicillin and telling Joe about it.

Doctor Alexander Fleming was studying bacteria in London in 1928. One day he was looking at germs in his office. Some of them were dead. By accident, something was growing with the germs. It was killing them.

Some people had these germs in their bodies. These people were sick. Dr. Fleming thought about the germs in his office. Something was killing them. What was it? Dr. Fleming thought about giving it to the sick people. He gave it to them and it made them well. He named it penicillin.

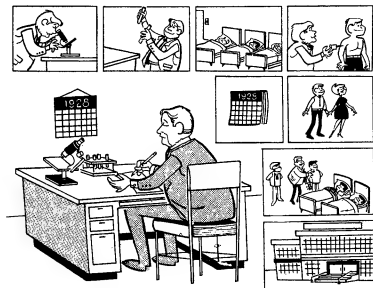
Now doctors give penicillin in every hospital. Penicillin is helping sick boys and girls every day. They are taking penicillin in many forms.

Answer the questions.

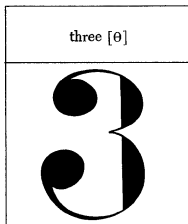
1. What was Mr. Collins doing?
2. What was Dr. Fleming doing in 1928?
3. Where was he studying bacteria?
4. When was he studying it?
5. What was growing with the germs?
6. Were the germs living?
7. What did the sick people have in their bodies?
8. What did Dr. Fleming give the sick people?
9. What are doctors doing now with penicillin?
10. What does penicillin do?

THINK

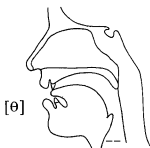
What was Dr. Fleming doing?



PRONOUNCE



consonant, friction between
tongue and upper teeth,
voiceless



three	think	thirsty
thirteen	Thursday	thirty
theater	Kathleen	Edith
Elizabeth	mathematics	mouth

Kathleen was thirsty.

Elizabeth was thirteen Thursday.

Edith was thinking.

Three and thirteen aren't thirty.

Mathematics isn't the theater.

The mouth has teeth.

COPY

Copy each word in an appropriate sentence in the same group.

Where was Helen _____?

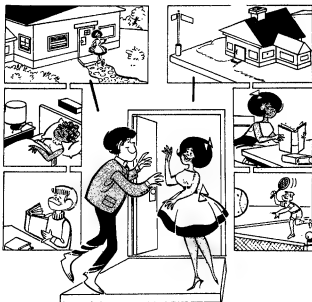
germs

Was Dr. Fleming studying _____?

visiting

He was thinking of sick women and _____.	discovering
Dr. Alexander Fleming was _____ penicillin	children
Penicillin was _____ with the germs by accident.	Fleming
The germs _____ penicillin were living.	growing
Every hospital uses _____ now.	without
Dr. _____ discovered penicillin in 1928.	penicillin
Were you _____ paper at the store?	door
My sister was _____ out of the hospital at five.	window
I was looking out the _____.	buying
He walked through the _____.	coming
Did you _____ me at the store?	working
Was Henry taking _____ to Helen?	see
We were _____.	taking
Bill was _____ coffee to John.	flowers
He was _____ Helen.	store
What were you buying at the _____?	visiting
Was your sister _____ Helen at the hospital?	helping

Unit 6



MEMORIZE

Paul: Are you going to go out tomorrow?

Rose: No, I'm going to stay home.

Paul: Are you going to sleep late?

Rose: No, I'm not. I'm going to study.

Paul: Is John going to study too?

Rose: He's not going to study; he's going to play tennis.

Are you going to go out tomorrow?

No, I'm going to stay home.

Are you going to sleep late?

No, I'm not. I'm going to study.

Is John going to study too?

He's not going to study; he's going to play tennis.

SUBSTITUTE

1. Are you going to stay home this evening?
Is he
Are they
Are we
Is she
Is Mary
2. Are you going to work tomorrow?
Sunday?
next weekend?
next Sunday?
this evening?
3. Are you going to go out tomorrow?
study
sleep late
play tennis
rest
4. I'm going to study.
You're
He's
She's
We're
They're
5. Is John going to study too?
Is he
Is the class
Are we
Is she
Are they
6. He's not going to study.
play tennis.
visit us.
come.
teach us.
stay home.
7. He's going to play tennis.
basketball.
a game.
the guitar.
the piano.

8. I'm going to stay home.

study.

sleep late.

play tennis.

help John.

visit him.

9. No, I'm not.

he's

you're

she's

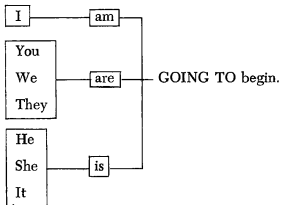
we're

they're

STUDY

The future with GOING TO: *Are you going to work tomorrow?*

Notice the form of BE and GOING TO + VERB:



Use the appropriate form of BE (AM, ARE, IS) + GOING TO + VERB in this form of the future. GOING TO + VERB does not mean movement; it refers the action to future time.

PRACTICE

1. Change to the future with GOING TO and TOMORROW.

She worked yesterday.

→ She's going to work tomorrow.

He plays tennis every Sunday.

→ He's going to play tennis tomorrow.

I study every night.

→ I'm going to study tomorrow.

He sleeps late every day.

We work every Monday.

You visit him every Monday.

She comes to class every week.

It begins at nine every day.

I work every day.

They help us every week.

Negative form: *He's not going to study.*

Use the negative form of BE.

2. Change to negative form, indicating disagreement.

He's going to study.

→ He's not going to study.

I'm going to go home.

→ You're not going to go home.

You're going to stay here.

→ I'm not going to stay here.

I'm going to work tomorrow.
She's going to buy a radio.
It's going to begin at nine.
We're going to help them.
They're going to take the flowers.
You're going to play the guitar.
I'm going to listen.
You're going to invite her.

Yes/no questions: *Are you going to go out tomorrow?*
Use the yes/no question form of BE.

3. Respond individually. Change to yes/no questions about another person.

John is going to study this evening.
→ Is Paul going to study too?
I'm going to go out.
→ Are they going to go out too?
He's going to play the guitar.
→ Are you going to play the guitar too?

I'm going to buy the book.
We're going to use our notes.
Helen is going to teach English.
They're going to come to class tomorrow.
Miss Hill is going to help us.

Mr. Martin is going to write the answers.

I'm going to like the class.

You're going to ask many questions.

Short answers: *Yes, he is. No, I'm not.*

Use the short answer form of BE.

4. Answer individually. Use short answers.

Are you going to buy this house?

→ Yes, I am.

(→ No, I'm not.)

Is Mr. Collins going to change the color?

→ Yes, he is.

(→ No, he's not.)

Are we going to live here?

→ Yes, you are.

(→ No, you're not.)

Are you going to close the window?

Am I going to introduce him?

Is Helen going to like the pictures?

Is Miss Hill going to grow flowers?

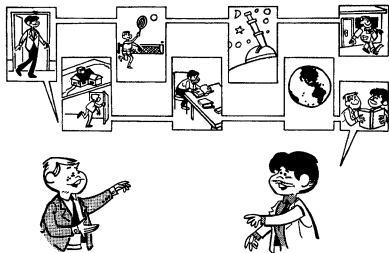
Are you going to notice the trees?

Am I going to see the rooms?

Are you going to play the piano?

Are they going to move the table?

SPEAK



- Bill** Are you going to go out Saturday?
- Charles** No. I'm going to stay home. Are you going to go out?
- Bill** Yes, I'm going to play tennis.
- Charles** I'm going to study.
- Bill** Are you going to study astronomy? I like the stars.
- Charles** No, I'm going to study geography. I like it.
- Bill** Is David going to go out?
- Charles** No, he's going to study too.
- Bill** Is he going to study on Sunday?
- Charles** Yes, he's going to study with me.

READ

Bill and Francis are friends. They are good friends. They are talking about sports. They don't agree. They never agree about sports. Bill likes tennis. He's always thinking about it. He's going to play tennis Sunday. Francis doesn't like tennis. He likes soccer. He's always thinking about famous soccer players. He's going to play soccer Sunday. He's going to buy some soccer shoes. He's going to play with his feet and his head.

Charles likes tennis and soccer, but he isn't going to play Sunday. He's going to study geography. He likes basketball too. He's going to play basketball next week. He's always practicing basketball. He's going to play with his hands.

Answer the questions.

1. Is Bill going to play soccer or tennis?
2. Is Francis going to play with his hands or his feet?
3. Is Bill going to play soccer?
4. Is Francis going to play tennis?
5. Are Bill and Francis going to play basketball?
6. Is Charles going to play with his hands?
7. Is he going to play basketball?
8. Does he like tennis and soccer?
9. Do the three boys like sports?
10. Are they going to play Sunday?

THINK



Is he or she going to do these things?

Ask.



PRONOUNCE

1. Contrast [t] and [θ].

tree [t]	three [θ]
	

tea	TV	three	think
table	talk	thirsty	theater
twenty	ten	tooth	teeth
late	light	mathematics	Kathleen
tree	two	thirteen	mouth
tell	guitar	Thursday	Edith

Teach Tom to talk.

Kathleen thinks mathematics.

Ten tourists try tennis.

Thirteen are thirsty.

Ten thirsty tourists don't think.

Thirty talk Thursday too.

2. Identify the sounds. Listen to each word. Write 1 for [t] and 2 for [θ]

- | | |
|-----------------|-----------------|
| 1. taught _____ | 6. three _____ |
| 2. tree _____ | 7. ten _____ |
| 3. thank _____ | 8. late _____ |
| 4. thing _____ | 9. mouth _____ |
| 5. think _____ | 10. three _____ |

COPY

Copy each word in an appropriate sentence in the same group.

- | | |
|---|---------|
| Change the _____ of the home. | agree |
| Are you going to go out this _____? | color |
| Bill and Francis don't _____ about sports. | always |
| Bill is _____ thinking about tennis. | evening |
| They _____ agree about them. | next |
| He's going to play basketball _____ week. | soccer |
| You play soccer with your _____ and feet. | never |
| Francis is going to buy some _____ shoes. | head |
| We're going to read our _____ | things |
| Is he going to do these _____? | shoes |
| Are we going to see the _____ of the house? | notes |
| He's going to buy some soccer _____ | rooms |

Unit 7



MEMORIZE

John: What are you going to do tomorrow?

Charles: I don't know. I'm thinking about it.

John: Are you going to study?

Charles: No, I'm not. I'm sure of that.

John: Philip, where are you going to go?

Philip: I'm going to go to the football game.

What are you going to do tomorrow?

I don't know. I'm thinking about it.

Are you going to study?

No, I'm not. I'm sure of that.

Philip, where are you going to go?

I'm going to go to the football game.

SUBSTITUTE

1. What are you going to do tomorrow?

study

2. I'm going to study.

read

read.

play

see the circus.

see

play tennis.

wear

wear tennis shoes.

work.

3. Where are you going to go?

work?

4. I'm going to go to the football game.

study?

to the library.

teach?

to school.

play?

home.

to the basketball game.

5. When are you going to go?

study?

6. How is he going to come?

work?

help?

rest?

study?

help?

go?

come?

work?

rest?

7. He's going to walk.

teach.

read.

8. What are you going to wear?

go by bus.

is she

go by train.

are we

go by taxi.

are they

am I

is he

9. Are you going to wear your new hat?

dress?

suit?

10. Yes, I am.

coat?

you are.

clothes?

we are.

tie?

he is.

they are.

11. No, I'm not.

you're

we're

they're

he's

John's

STUDY

Future information questions with GOING TO: *What are you going to do tomorrow?*

Notice the interrogative (WHAT, WHERE, WHEN, HOW) and the question form of BE:

Are you going to study tomorrow?

WHAT are you going to do tomorrow?

Are you going to go home?

WHERE are you going to go?

Are you going to study tomorrow?

WHEN are you going to study?

Are you going to go by taxi?

HOW are you going to go?

Substitute the appropriate interrogative (WHAT, WHERE, WHEN, HOW) and use the question form of BE.

PRACTICE

1. Change to information questions about the underlined words or phrases.

Is he going to study geography?

→ What is he going to study?

Are they going to send the hat tomorrow?

→ When are they going to send the hat?

Are you going to read?

→ What are you going to do?

Are we going to see Patricia?

Am I going to write that letter?

Is she going to go to Europe?

Are they going to speak tomorrow?

Is he going to go to France next year?

Are they going to go home?

Are they going to go home next weekend?

Are they going to wear coats?

2. Answer individually.

What are you going to buy, a coat or a suit?

→ I'm going to buy a coat.

(→ I'm going to buy a suit.)

Where is he going to go, home or to the store?

→ He's going to go home.

(→ He's going to go to the store.)

When are they going to study, tomorrow or Sunday?

→ They're going to study tomorrow.

(→ They're going to study Sunday.)

How are they going to go, by taxi or by bus?

Who are they going to see, Bill or his sister?

What is he going to do, come with us or stay here?

Where are you going to look, at this store or at that one?

When are we going to go home, at five or at six?

What is she going to buy, food or clothes?

What are you going to buy, a hat or a dress?

Where are you going to eat, in a restaurant or at home?

STUDY

Subject question: *Who is going to study?*

Notice the use of WHO or WHAT and the sentence form:

He is going to study.

WHO is going to study?

I am going to help him.

WHO is going to help him?

This book is going to help him.

WHAT is going to help him?

Use WHO for persons (HE, I); use WHAT for things (BOOK). Use the statement pattern for subject questions: HE IS . . . WHO IS . . . ? THE BOOK IS . . . WHAT IS . . . ?

PRACTICE

1. Change to subject questions using WHO or WHAT.

He's going to write a letter.

→ Who is going to write a letter?

I'm going to read it.

→ Who is going to read it?

The letter is going to make us happy.

→ What is going to make us happy?

My father is going to give us something.

It is going to be interesting.

John is going to like it.

He's going to play with it.

The ball is going to be new.

The net is going to be old.

We're going to play volleyball.

John is going to teach us the game.

2. Answer individually.

Who is going to teach us the game, John or Bill?

→ John is going to teach us the game.

(→ Bill is going to teach us the game.)

What is he going to teach us, basketball or volleyball?

→ He's going to teach us basketball.

(→ He's going to teach us volleyball.)

What are we going to play, this game or that game?

→ We are going to play this one.

(→ We are going to play that one.)

When are we going to play, tomorrow or Sunday?

→ We're going to play tomorrow.

(→ We're going to play Sunday.)

What are we going to play, volleyball or football?

Where are we going to play, at the park or at school?

Who is going to take the ball, you or I?

When are we going to buy the net, at four or at four-thirty?

What is going to be the problem, the net or the place?

How are we going to go, by bus or by car?

Where is John going to be, here or there?

Who is going to win the game, we or they?

General question: *What is going to happen?*

Use WHAT + HAPPEN as a general question for all the information.

What happened?

John bought a hat.

What is happening?

John is buying a hat.

What was happening?

John was buying a hat.

What is going to happen?

John is going to buy a hat.

3. Answer the questions. Use short answers if possible.

Bill played basketball.

What happened?

→ Bill played basketball.

John is buying a coat.

What is John buying?

→ A coat.

Bill is resting.

What's he doing?

→ Resting.

Vincent had an accident. What happened?

He was buying a tie. What was he buying?

Helen bought a new dress. What happened?

She was buying a hat. What was she buying?

She was talking about the dress. What was she talking about?

Alice is going to like it. What is going to happen?

Alice is going to like the hat. What is she going to like?
Helen is going to wear it. What's going to happen?

4. Answer the questions. Use short answers if possible.

Mary bought a new dictionary.

What happened?

→ Mary bought a new dictionary.

Bill is going to go home.

Where is Bill going to go?

→ Home.

He's going to go home tomorrow.

When is he going to go home?

→ Tomorrow.

Paul had an accident yesterday. What happened?

He was going to be in the hospital. Where was he going to be?

He's going to go home next week. When is he going to go home?

He's going to be O.K. How is he going to be?

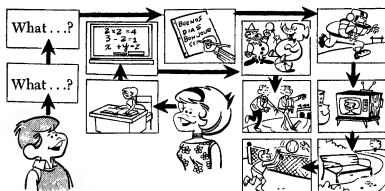
Mary bought a new hat. What happened?

She bought it at the store. Where did she buy it?

She's going to wear it next Sunday. When is she going to wear it?

Alice is going to like it. What is going to happen?

SPEAK



Brother: What are you going to do now?

Sister: I'm going to study.

Brother: What are you going to study?

Sister: I'm going to study mathematics.

Brother: Do you like it?

Sister: Yes, I do. But I don't understand it well.

Brother: I understand it, but I don't like it. I like languages.

Sister: Are you going to the circus tomorrow?

Brother: No, I'm not. I'm going to the football game.

Sister: Are you going to go with John?

Brother: No, he doesn't like football.

Sister: What is he going to do?

Brother: He's going to stay home and watch television.

Sister: What happened yesterday?

Brother: We went to the park.

Sister: What did you do there?

Brother: We played volleyball.

READ

I am going to talk about sports. Men, women, and children like sports. Some like tennis or volleyball; others like soccer, football, or baseball. Many like basketball.

I'm going to tell you first about volleyball and basketball. Volleyball uses a ball and a high net. Six players hit the ball with their hands over the net. The other team hits it back. Basketball uses a ball and two "baskets." Five players on each team throw the ball in the basket with their hands. Each team throws the ball in the other basket. Millions of men, women, and children watch basketball games. Do you?

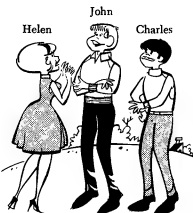
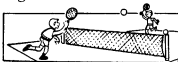
In soccer, the eleven players of a team kick the ball. Only one player uses his hands. The others do not use their hands. In football, the eleven players take the ball in their hands. They kick the ball too. But they take it in their hands first. Mary doesn't like football. She's going to stay home. She's going to study. She's going to read about other sports.

Answer the questions.

1. What is he going to talk about?
2. Who likes sports?
3. What do they like?
4. How do the players use their hands in volleyball?
5. How do they play basketball?
6. What is Mary going to do?
7. What happens in a soccer game?
8. What players kick the ball?
9. What is Mary going to read about?

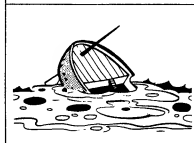
THINK

What are they going to do?



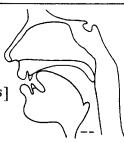
PRONOUNCE

sink [s]



voiceless, alveolar

[s]



sink
study
sister
useless

say
speak
class
absent

see
stay
fast
Francis

notice	practice	pronounce
Sunday	famous	sleep
some	somewhere	something
dress	address	horse

This class speaks fast.

This horse sleeps slowly.

Notice this useless space.

Pronounce the "s" of glass.

Ask us some simple sound.

See the circus and soccer and sports.

COPY

Copy each word in an appropriate sentence in the same group.

She likes to buy new _____.

coat

John is going to buy a winter _____.

dress

Is Helen going to wear a skirt or a _____?

clothes

My mother _____ all my clothes.

wear

I bought your brother a new _____.

makes

She wants to make a new _____.

tie

Will you _____ it tonight?

suit

He's going to give us a new _____.

millions

Are you going to go to the _____?

volleyball

_____ of people like basketball.

ball

Some like _____.

park

Every player likes to _____.

high

I'm going to be _____ with the ball and net.

win

The volleyball net is always _____.

sound

Pronounce some simple _____.

happy

Ask some _____ to help you.

something

Have a _____ dinner.

others

Could you do _____ to help her?

simple

Unit 8



MEMORIZE

Vincent: Robert, look at those boys by the plane. Is that John with them?

Robert: Which one?

Vincent: The tall one.

Robert: The one with the hat?

Vincent: No, the one with red hair.

Robert: Yes, that's John.

Vincent: Hello, John!

John: Hello, boys!

Vincent: Welcome home.

John: Thanks.

Robert, look at those boys by the plane. Is that
John with them?
Which one?

The tall one.
 The one with the hat?
 No, the one with red hair.
 Yes, that's John.
 Hello, John!
 Hello, boys!
 Welcome home.
 Thanks.

SUBSTITUTE

1. Look at those boys by the plane. 2. Which one?

in the house.	boy?
at the door.	plane?
at the window.	car?
in the car.	house?

3. The tall one. 4. The one with the hat?

short	a coat?
old	red hair?
interesting	a suitcase?
friendly	glasses?

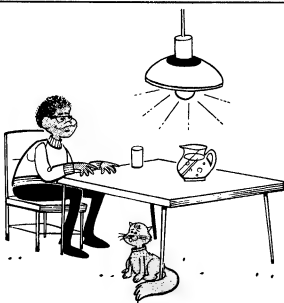
5. No, the one with red hair. 6. The one at the plane.

at the plane.	near
in the house.	on
from New York.	in
near the door.	under
	far from

STUDY

Prepositional phrases: *He is sitting at the table.*

Notice the meaning of IN, ON, AT, UNDER, OVER (prepositions) and the use of the PREPOSITIONAL PHRASES *in the pitcher, on the table, ...*



The cat is UNDER THE TABLE.

The cat is black.

→ The cat UNDER THE TABLE is black.

The light is OVER THE TABLE.

The light is electric.

→ The light OVER THE TABLE is electric.

The boy is AT THE TABLE.

The boy is John.

→ The boy AT THE TABLE is John.

The glass is ON THE TABLE.

The glass is tall.

→ The glass ON THE TABLE is tall.

The water is IN THE PITCHER.

The water is cold.

→ The water IN THE PITCHER is cold.

The prepositions IN, ON, AT, UNDER, and OVER indicate place. The prepositional phrases IN THE PITCHER, ON THE TABLE, etc., are used with verbs (BE) and nouns.

PRACTICE

1. Combine each pair of sentences into one.

The cat is under the table. The cat is black.

→ The cat under the table is black.

The water is in the pitcher. The water is cold.

→ The water in the pitcher is cold.

The apple is on the table. The apple is mine.

The boy is in the plane. The boy is John.

The boy is at the door. The boy is my friend.

The plane is over the city. The plane is John's.

The man is under the tree. The man is Mr. Coleman.

The girl is at the window. The girl is Helen.

The light is over the trees. The light is a star.

The picture is on the wall. The picture is hers.

2. Answer individually, according to the picture.

Is the cat under the table or over it?

→ The cat is under the table.

Is the glass on the table or under it?

→ The glass is on the table.

Is the boy on the chair or under it?

Is the chair under the boy or over him?

Is the boy at the table or under it?

Is the cat on the table or under it?

Is the light over the pitcher or in it?

Is the table over the cat or under it?

Is the pitcher on the table or over it?

Are the glass and the pitcher on the table or under it?

Is the water under the pitcher or in it?

FUNNY QUESTIONS

Is the boy in the pitcher or on the chair?

Is the cat in the water or under the table?

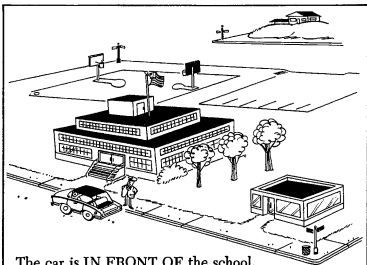
Is the pitcher in the water or is the water in the pitcher?

Is the boy on the chair or is the chair on the boy?

STUDY

Prepositional phrases: *The car is in front of the school.*

Notice the use of IN FRONT OF, IN BACK OF, NEAR, FAR FROM, BY, BETWEEN:



The car is IN FRONT OF the school.

The car is small.

→ The car IN FRONT OF the school is small.

The playground is IN BACK OF the school.

The playground is big.

→ The playground IN BACK OF the school is big.

The house is FAR FROM the school.

The house is my house.

→ The house FAR FROM the school is my house.

The store is NEAR the school.

The store is new.

→ The store NEAR the school is new.

The trees are **BETWEEN** the store and the school.

The trees are tall.

→ The trees **BETWEEN** the store and the school
are tall.

The policeman is **BY** the car.

The policeman is friendly.

→ The policeman **BY** the car is friendly.

PRACTICE

1. Combine each of the following sentences into one.

The car is in front of the school. The car is small.

→ The car in front of the school is small.

The store is near the school. It is new.

→ The store near the school is new.

The playground is in back of the school. It is big.

The house is far from the school. It is my house.

The trees are between the store and the school.

They are tall.

The policeman is by the car. He is friendly.

The bus is in front of the theater. It is long.

The chalkboard is in back of the teacher. It is new.

The cat is near the pitcher. It is thirsty.

The hospital is far from the church. It is busy.

The girl is between Mary and Patricia. She is intelligent.

The guitar is by the table. It is electric.

The man is in front of the theater. He is Mr. Johnson.

2. Think of the picture and answer individually.

Where was the car, in front of the school or in back of it?

→ The car was in front of the school.

Where was the house, near the school or far from it?

→ The house was far from the school.

Where was the playground, in back of the school or in front of it?

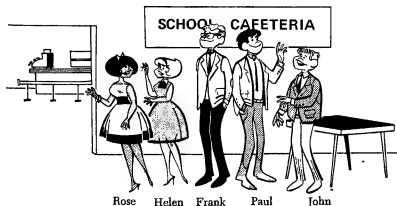
Where was the policeman, by the car or by the trees?

Where were the trees, between the school and the store or between the school and the playground?

Where was the store, near the school or far from it?

Where was the school, in front of the playground or behind it?

Where were the trees, near the school or far from it?



3. Answer the questions individually according to the picture.

What was John doing, standing in line or walking?

→ He was standing in line.

Where was he standing, in back of Paul or in front of him?

→ He was standing in back of Paul.

Where was Rose waiting, in back of Helen or in front of her?

Was Helen in back of Frank, or between Frank and Rose?

Who was in front of John?

Was John by the table?

Where was Frank standing, between Helen and Paul or in back of Paul?

Where were the girls, in back of the boys or in front of them?

Where were the boys?

STUDY

ONE and ONES as noun substitutes: *The tall one.*

Notice the use of ONE and ONES:

John has two books, a red *book* and a green *book*.

→ John has two books, a red ONE and a green ONE.

I see two boys, a tall *boy* and a short *boy*.

→ I see two boys, a tall ONE and a short ONE.

I saw three boys, a tall *boy*, a *boy* with red hair, and a *boy* with a hat.

→ I saw three boys, a tall ONE, ONE with red hair, and ONE with a hat.

I knew all the boys, the *boys* in school and the *boys* near my house.

→ I knew all the boys, the ONES in school and the ONES near my house.

Use ONE and ONES in place of a noun to avoid repetition.

PRACTICE

Answer individually.

Did you want this book or that book?

→ I wanted this one.

(→ I wanted that one.)

Are you going to use the red pencil or the black pencil?

→ I'm going to use the red one.

(→ I'm going to use the black one.)

Is John the first boy or the last boy in the line?

→ He's the first one in the line.

(→ He's the last one in the line.)

Was John the boy by the plane or the boy with the hat?

Are you going on the morning train or the evening train?

Do we want the little taxi or that big taxi?

Are we staying at the new hotel or at the old hotel?

Does Bill live in the house near the school or in the house far from school?

Did John come on the plane from New York or the plane from London?

Do you like the big planes or the small planes?

STUDY

WHICH in questions: *Which one is John?*

Notice the use of WHICH in the questions:

I saw three boys.



WHICH BOY

WHICH ONE — is John?

WHICH

I have a square watch and a round one.



WHICH WATCH

WHICH ONE — do you want?

WHICH

I see four cats under the table and on it.



WHICH CATS

WHICH ONES — are under the table?

WHICH

Use WHICH in a limited set: THREE BOYS, FOUR CATS.

Use WHICH with a noun: WHICH BOY, WHICH WATCH, WHICH CAT.

Use WHICH with *one, ones*: WHICH ONE, WHICH ONES.

Use WHICH alone: WHICH DO YOU WANT?

PRACTICE

Ask information questions with which.

I see two cars. I like one of them.

→ Which one do you like?

John saw three watches. He bought one of them.

→ Which one did he buy?

Helen had four flowers. She gave her mother two of them.

→ Which ones did she give her mother?

He remembered two girls. He liked one of them.

I saw many coats. I'm going to buy one of them.

I see three suitcases. One is mine.

I saw four boys by the plane. One was John.

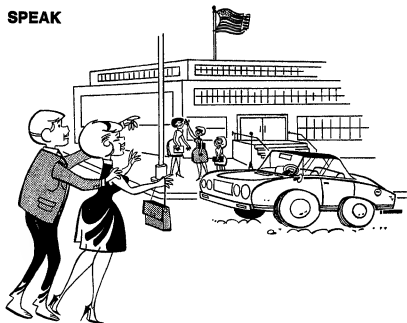
We had many things to do. We did only one.

You saw four cats in the picture. Two of them were black.

They saw two taxis. They took one of them.

They saw many hats. They bought three of them.

SPEAK



Bill: Helen, look at those girls near the door. Is that Mary with them?

Helen: Which girls?

Bill: Those in front of the school.

Helen: The ones near the car?

Bill: Yes.

Helen: I don't see Mary there.

Bill: Look at the girl between the tall one and the short one.

Helen: The one with the glasses?

Bill: That's the one.

Helen: Yes, that's Mary.

Bill: Hello, Mary!

Mary: Hello, Bill! Hello, Helen!

READ

Robert and John are friends. Robert is from Washington, and John is from New York. John is studying in Washington. He went to New York by plane last month. He was on vacation with his parents. They live in New York. He was glad to see his family.

On January 3, he returned to Washington. His friend Robert was waiting for him at the airport. Robert took Vincent to the airport with him. They saw John with some boys by the plane. He was between two boys, a tall one and one with a big hat. John was the one with red hair. Vincent and Robert welcomed him.

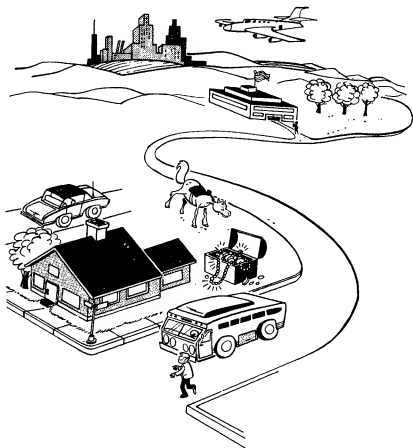
Robert lives far from school. They went to Vincent's house. It is near the school. They are going to play basketball in back of the school.

Answer the questions.

1. Where does Robert live?
2. What is John doing in Washington?
3. Where did John go last month?
4. What was he doing in New York?
5. What did he do on January 3?
6. Where was Robert waiting for him?
7. Did they see him by the plane or in the plane?
8. Who was with him?
9. Which one was John?
10. Which house did they go to, the one near the school or Robert's?

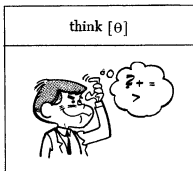
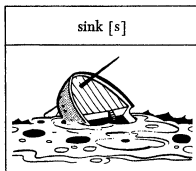
THINK

Where is the treasure? Tell where the treasure is in relation to all the other things and persons in the picture.



PRONOUNCE

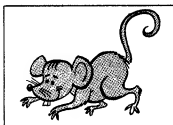
I. Contrast [s] and [θ]



sink	see	sing	think	three	thirty
sank	mouse	some	thank	thirsty	theater
class	dress	bus	tooth	mouth	thing

Is this a mouth or a mouse?

It's a _____



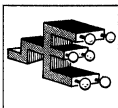
Is this a mouth or a mouse?

It's a _____



I said "thing," not "sing."

You said "sing," not "thing."



Think three things.

It's sinking.

Thank Kathleen.

It sank.

Throw something.

Say "thank you."

2. Identify the sounds. Listen to each word. Write 1 for [θ] or 2 for [s].

1. thing _____

2. mouth _____

3. some _____

4. thank _____

5. sing _____

6. mouse _____

7. sink _____

8. sang _____

9. thumb _____

10. think _____

COPY

Copy each word in an appropriate sentence in the same group.

The color of the trees is _____ plane

Look at those boys by the _____ by

The boy has _____ hair. green

The boy was _____ the plane. red

John was _____ the table. hair

John has red _____ sing

What are you going to _____? near

The glass is _____ the table. one

The cat is going to eat the _____ on

_____ cat is under the table? mouse

The black _____ is under the table. which

Which _____ do you want? welcome

_____ home, John. black

The table is _____ the light. cat

I have a _____ on each hand. under

The cat under the table is _____ thumb

Unit 9



MEMORIZE

Robert John, what do you do during the week?

John: I work. I have to work. I don't travel like you.

Robert: What do you do after work?

John I study. I want to learn English.

Robert. What do you do on weekends?

John I rest. I go to the movies. I like to watch television.

John, what do you do during the week?

I work I have to work. I don't travel like you

What do you do after work?

I study I want to learn English.

What do you do on weekends?

I rest. I go to the movies. I like to watch television.

SUBSTITUTE

1. What do you do during the week?

in the morning?

at noon?

in the evening?

at night?

2. I have to work

study

eat

read

sleep

3. John has to go to school

used to

wants to

likes to

prefers to

4. I like to watch television

study in the morning

travel by air

get up early

talk to my friends

5. Do you want to learn English?

Does he

Do they

Did Francis

Did your father

6. I like to watch television

He likes

They like

Francis and Barbara like

Your father likes

7. Did you have to live in Chicago?

want to

prefer to

use to

plan to

8. Where did Bill want to practice?

use to

like to

have to

prefer to

9 He didn't have to get up early

want to

like to

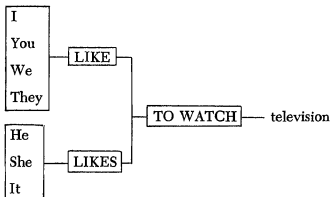
use to

expect to

STUDY

Verb combinations with VERB + TO + VERB *I like to watch television*

Notice the *form* of the first verb LIKE, LIKES



Only the first verb is conjugated in verb combinations

I LIKE TO WATCH TV HE LIKES TO WATCH TV

Notice the *meaning* of the first verb

I —	LIKE to work.
	PREFER to rest.
	HAVE to study.
	EXPECT to go.
	TRY to win.
	WANT to learn.

Use LIKE, PREFER, HAVE, EXPECT, TRY, WANT with TO + VERB to indicate personal attitude to the activity
LIKE TO WORK, PREFER TO WORK, EXPECT TO WORK, etc.

PRACTICE

1. Substitute the subject and change the form of the verb when necessary.

I like to watch television.

He

→ He likes to watch television.

You

→ You like to watch television.

Margaret

My father and I

She

They

He

I

We

John

2 Answer the questions individually

Does he like to play the guitar or the piano?

→ He likes to play the guitar

(→ He likes to play the piano)

Did you want to go to the movies or to school?

→ I wanted to go to the movies

(→ I wanted to go to school)

Do you want to work or do you have to work?

→ I want to work

(→ I have to work)

Do you want to study geography or history?

Did John plan to play basketball or stay home?

Does Helen have to go home or not?

Does she prefer to stay here or go home?

Does she like to read or watch television?

Did you hope to win or not?

Did John expect to go alone or with his cousin?

Yes/no questions *Do you like to watch television?*

Use the DO question pattern for yes/no questions with verb combinations

You like to watch television

→ Do you like to watch television?

He likes to watch television

→ Does he like to watch television?

She liked to watch television

→ Did she like to watch television?

3. Change to yes/no questions

You have to work during the week

→ Do you have to work during the week?

John goes to work in the morning

→ Does John go to work in the morning?

John and Bill wanted to play basketball

→ Did John and Bill want to play basketball?

Mr Connors likes to play the piano

The students have to memorize the dialogue

Edward wanted to see the movie

Margaret had to practice

Peter preferred to watch the basketball game

We have to learn the lesson

He wanted to live in Boston

The girls like to go to the movies on Saturday

Negatives *I don't want to work*

I want to work

→ I don't want to work

He wants to work

→ He doesn't want to work

She wanted to work

→ She didn't want to work

4. Change to negative statements

I want to learn English

→ I don't want to learn English

Bill has to study

→ Bill doesn't have to study

We wanted to get up early

→ We didn't want to get up early

Henry likes to work hard

Elizabeth prefers to play volleyball

The boys wanted to go to the movies

They preferred to watch television

Your brother wants to go to the museum

I had to study after school

You have to get up early tomorrow

I like to travel in the United States

Information questions *What do you have to do today?*

Use the appropriate interrogative with the DO question pattern for information questions

Do you have to study English?

What do you have to study?

5. Change to information questions about the underlined phrases

Do you want to play tennis?

→ What do you want to play?

Did they have to work hard?

→ Who had to work hard?

Does Philip like to read astronomy?

→ What does Philip like to read?

Does Mary have to get up early?

Do you prefer milk or water?

Did your parents want to go to Europe?

Did Bill have to eat fast?

Do Frank and Henry like to study in the afternoon?

Does Mrs Newton plan to live in Miami?

Does his sister like to speak slowly?

Did I want to go to the store?

STUDY

USED TO *I used to live there*

Notice the use and restriction of USED TO

I USED TO live there

DID you USE TO live there?

I DIDN'T live there

Where DID you USE TO live?

Used to indicates habitual activity in the past. Form the questions with the DID pattern (past). Do not use DO. Omit *used to* in a negative statement.

PRACTICE

1. Change to yes/no questions.

Margaret used to practice the piano

→ Did she use to practice the piano?

John used to play basketball.

→ Did he use to play basketball?

My brother used to watch television.

Helen used to get up at seven.

My teacher used to walk to school.

Steven and Rose used to go to the movies.

Frank used to play the guitar

We used to memorize the dialogues carefully.

My parents used to travel every year.

I used to like your jokes.

2. Change to negative statements.

She used to go during the week.

→ She didn't go during the week.

John used to study Japanese

→ John didn't study Japanese.

You used to go to soccer games.

→ You didn't go to soccer games.

Frank used to live in England.
Mr. Martin used to tell funny jokes.
His brother used to speak Japanese.
I used to understand Portuguese.
Christine used to cry often.
The teacher used to speak slowly.
Those boys used to work hard.
The girls used to write clearly.

3. Change to information questions about the underlined phrases.

I used to like television.

→ What did you use to like?

The students used to work hard.

→ Who used to work hard?

Your sister used to go to the movies.

→ Where did your sister use to go?

The doctor used to like the nurse.

John used to sleep late on Sunday.

Mr. Johnson used to work in Washington.

I used to take the medicine slowly.

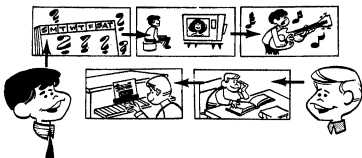
They used to visit their friends every weekend.

You used to play the guitar.

Patricia used to play the piano with one finger.

Bill and Charles used to tell jokes.

SPEAK



Vincent: What did you do on Saturday?

Joseph: I studied. I had to study. What did you do?

Vincent: I watched television.

Joseph: Do you like to watch television?

Vincent: Yes, but I prefer to play the guitar

Joseph: Do you practice often?

Vincent: Yes I try to play one hour every day.

Joseph: I used to play the piano, but I didn't like to practice.

Vincent: How did you expect to play?

Joseph: Well . . . I don't want to talk about music

READ

In a modern city a person has to do many things every day. He has to get up early. He has to take a bus or some other form of transportation at an exact time. He has to telephone his friends about plans for the weekend. It is easy to forget things and to offend someone.

Busy people prepare a daily list of activities for each hour of the day. Secretaries prepare these lists for weeks and months in advance. Professional groups have to make hotel reservations years in advance for their annual meetings.

Do you know what you are going to do at six o'clock this evening? Do you know what you are going to do at six

o'clock the first Monday of next month? Do you know what you want to do in life? What do you want to do in the next five years? You have to plan ahead.

Answer the questions.


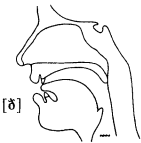
1. What does a person have to do in a modern city?
2. Do you like to get up early in the morning?
3. How do you go to school?
4. Do you prepare a list of things to do?
5. Do you expect to be busy tomorrow afternoon?
6. Do you prefer to live in a big city or in a small one?
7. Does a secretary have to use the telephone often?
8. Where do you hope to live?
9. When do you expect to telephone your friend?
10. Did you make plans for this weekend?

THINK

What's happening?



PRONOUNCE

<p>either [ð]</p>	<p>friction between tongue and upper teeth, voiced</p>
	

either	the	they
this	that	these
there	then	those
their	other	mother
father	brother	bother

This brother. The other.

Their father. Their mother.

Either this or ~~that~~.

They bothered those others

COPY

Copy each word in an appropriate sentence in the same group.

This year the ____ meeting will be in April.

bothered

The light ____ my eyes.

annual

Listen to good ____.	advance
Do you make plans in ____?	advice
Do they have to work ____?	expect
Busy people prepare a ____ list of activities.	after
What did you do ____ work?	hard
How did you ____ to play?	daily
He has to take a bus at the ____ time.	like
I want to ____ English.	exact
I ____ to work.	learn
I don't travel ____ you.	have
Where do you ____ live?	list
I don't want to ____ my friends.	meeting
The boys wanted to have a ____.	offend
Secretaries prepare a ____ of activities every day.	hope to
You have to make ____ reservations.	prepares
John lives in a ____ city.	often
Do you practice ____?	hotel
John ____ a list of activities every day.	modern
I have to make hotel ____ in New York.	someone
I ____ to play the guitar.	professional
____ groups have annual meetings.	prefer
It's easy to offend ____.	reservations

He has to ____ his friends about plans.

there

I don't ____ like you.

want

I used to live ____.

telephone

I ____ to learn English.

travel

I ____ live there.

transportation

He has to take some form of ____.

used to

Unit 10



MEMORIZE

Robert: John, I want to be an engineer. What do you think?

John: That's fine.

Robert: How many years do I have to study?

John: About four or five, or more if you don't study enough.

Robert: How many subjects do I have to take?

John: Six or seven each year.

Robert: How much money do I need?

John: A lot. Two or three thousand dollars a year.

Robert: Thanks. I have to think about it.

John, I want to be an engineer. What do you think?

That's fine.

How many years do I have to study?

About four or five, or more if you don't study enough.
 How many subjects do I have to take?
 Six or seven each year.
 How much money do I need?
 A lot. Two or three thousand dollars a year.
 Thanks. I have to think about it.

SUBSTITUTE

1. I want to be an engineer.

a lawyer.

a teacher.

a nurse.

a doctor.

2. How many years do I have to study?

subjects

hours

lessons

problems

3. You have to study four or five years.

many subjects.

eight hours a day.

many lessons.

hundreds of problems.

4. How much money do I need?

paper

ink

time

help

5. You are going to need a lot of money.

two thousand dollars.

a lot of paper.

a lot of time.

some ink.

6. You have to have two pounds of sugar.

one quart of milk.

two tons of coal.

two cups of coffee.

two glasses of water.

7. I have to think about it.

He has to

We have to

They have to

She has to

8. Did you want to buy some bread?

try to

have to

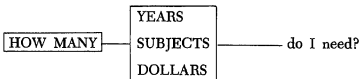
expect to

need to

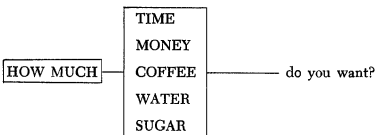
STUDY

HOW MANY and HOW MUCH with count nouns and mass nouns. *How many years do I have to study? How much money do I need?*

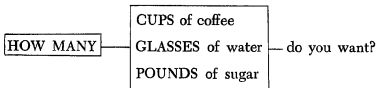
Notice the use of HOW MANY and HOW MUCH:



1. Use HOW MANY with count nouns (nouns that you count): *one year, two years, three years, . . .*



2. Use HOW MUCH with mass nouns (nouns that you do not count directly). *time, coffee, water, . . .*



3. Mass nouns are countable in units *a cup of coffee, two glasses of water, three pounds of sugar, . . .*

Count MONEY and TIME in units: *dollars, hours.*

PRACTICE

1. Substitute the noun and use **HOW MUCH** or **HOW MANY**. Change count nouns to plural.

How much money do you want?

paper

→ How much paper do you want?

dollar

→ How many dollars do you want?

book

water

sugar

year

money

pen

eraser

coffee

time

2. Ask the questions with **HOW MUCH** or **HOW MANY**.

Teacher. I need some money.

Student: → How much money do you need?

Teacher. About two thousand dollars.

Student: → How many dollars?

Teacher. About two thousand.

Teacher: I need some erasers.

Student: → How many erasers do you need?

Teacher: Four or five.

Student: → How many erasers?

Teacher: Four or five.

Teacher: I want some water.

Student: → ?

Teacher: Two or three glasses.

Student: → ?

Teacher: Two or three.

Teacher: I need some time.

Student: ?

Teacher: About four or five years.

Student: ?

Teacher: About four or five.

Teacher: I have to study some subjects.

Student: ?

Teacher: Seven subjects.

Student: ?

Teacher: Seven.

Teacher: We don't have much time.

Student: ?

Teacher: A few minutes.

Student: ?

Teacher: A few.

Teacher: I play some instruments.

Student: ?

Teacher: Three.

Student: ?

Teacher: Three.

Teacher: The library has books.

Student: ?

Teacher: About five thousand.

Student: ?

Teacher: About five thousand.

Teacher: My mother needs some rice.

Student: ?

Teacher: Two boxes.

Student: ?

Teacher: Two.

REVIEW

Remember:

SINGULAR

PLURAL

child

children

man

men

woman

women

tooth

teeth

foot

feet

sheep

sheep

mouse

mice

PRACTICE

Change to information questions in the plural.

I saw a child in the building.

→ How many children did you see?

I saw a man at the window.

→ How many men did you see?

A woman went in.

→ How many women went in?

John broke a tooth in the park.

I saw a foot.

They hit a sheep on the road.

John killed a mouse with a shoe.

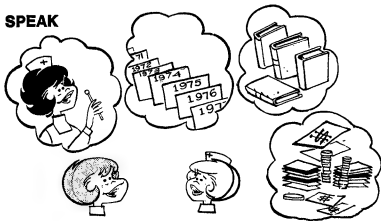
I invited a child to the house.

They noticed a man in the garden.

They helped a woman in the hospital.

Robert broke a tooth in the game.

SPEAK



Margaret: Helen, Martha wants to be a nurse. What do you think?

Helen: That's fine.

Margaret: How many years will she have to study?

Helen: About four or five.

Margaret: How many years did you say?

Helen: About five.

Margaret: How many subjects will she have to take?

Helen: About six each year.

Margaret: How much money will she need?

Helen: A lot. Two or three thousand dollars a year.

Margaret: How many dollars?

Helen: Three thousand.

Margaret: Thanks. I'll tell her to think about it.

READ

A dreamer does not plan in advance. He makes no plans. He does not want limits. He wants to be free. He waits for his chance. How many years does one have to study to be an engineer? Five? Six? Maybe his great opportunity comes during those years. He wants to be free to take it.

Five years pass. He is not an engineer. The great opportunity either did not come or he did not see it. You have to prepare for it. How many times does gold come to the door of the dreamer?

Edison and Columbus were not dreamers. Columbus prepared for his chance many years. He worked for it. Genius is 98 percent perspiration. Thomas Edison said that.

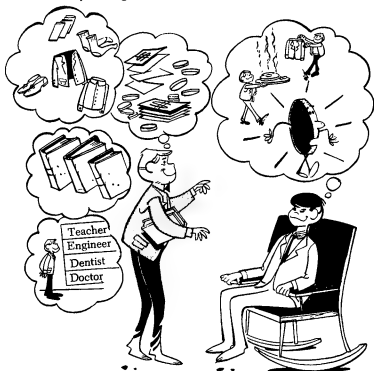
Opportunities need planning and work. How much work does a new invention take? How much preparation? How many hours of work? More than the dreamer thinks. The dreamer is never prepared for his opportunity. What is a dreamer? A person with no opportunities.

Answer the questions.

1. How much work does a new invention take?
2. Who is a dreamer?
3. How much inspiration does a genius need?
4. How much perspiration does a genius need?
5. Why doesn't the dreamer have opportunities?
6. What did Columbus have to do for his opportunity?
7. Was Edison a dreamer or did he work?
8. When is the dreamer ready for his opportunity?
9. Are you a dreamer?
10. How many times does gold come to the door of the dreamer?

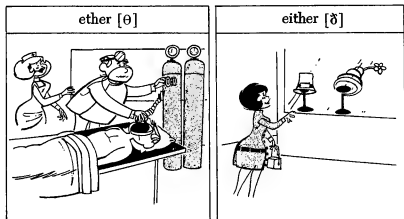
THINK

What are they doing?



PRONOUNCE

1. Contrast [θ] and [ð].



ether	thing
think	thumb
three	thirteen
month	mouth
Thursday	thirsty
thank	tooth
theater	teeth

either	the
this	these
their	they
father	brother
other	those
then	mother
that	bother

Think three things.

Then bother them.

These are the others.

Thank Martha Thursday.

2. Identify the sounds. Listen to each word. Write 1 for [θ] and 2 for [ð].

1. other _____

2. father _____

- | | | | |
|-------------|-------|-----------|-------|
| 3. thing | _____ | 4. think | _____ |
| 5. mouth | _____ | 6. mother | _____ |
| 7. Thursday | _____ | 8. them | _____ |
| 9. either | _____ | 10. tooth | _____ |

COPY

Copy each word in an appropriate sentence in the same group.

The dreamer wants to be _____. genius

His _____ opportunity did not come. broke

John _____ a tooth in the game. great

_____ is 98 percent perspiration. free

_____ prepared for his opportunity. gold

How many times does _____ come to the door? dreamer

Genius is two percent _____. Columbus

The _____ does not plan in advance. inspiration

How many _____ do you need? killed

I play two _____. invention

How much work does an _____ take? shirts

John _____ a mouse with a shoe. instruments

_____ his opportunity does not come. perspiration

The dreamer does not want _____. opportunity

He is not prepared for his _____. limits

Genius is 98 percent _____. maybe

I need a ____ of shoes.

pass

The five years ____.

pair

How many pairs of ____ do I need?

plan

The dreamer does not ____ in advance.

socks

Genius is two ____ inspiration.

handkerchief(s)

The dreamer ____ for his chance.

percent

How many ____ do I have?

waits

Unit 11



MEMORIZE

Vincent: John, will you tell us about your family?

John: Yes. I have my parents, a brother, and two sisters.

Vincent: Can you tell us about your parents?

John: Yes, I can. My mother stays home. My father is a doctor. You might know him.

Vincent: Will you tell us about your sisters?

John: Yes. My older sister is married. The younger one is in school.

Vincent: May I meet her?

John: Yes, you may. I can introduce you to her.

John, will you tell us about your family?

Yes. I have my parents, a brother, and two sisters.

Can you tell us about your parents?

Yes, I can. My mother stays home. My father is a doctor. You might know him.

Will you tell us about your sisters?

Yes. My older sister is married. The younger one is in school.

May I meet her?

Yes, you may. I can introduce you to her.

SUBSTITUTE

1. Will you tell us about your family?

friends?

2. Yes, I will.

cousins?

can.

parents?

shall.

father?

must.

3. Can you tell us about his parents?

may.

father?

4. No, I cannot.

mother?

will not.

sisters?

shall not.

brother?

must not.

5. My mother must stay at home.

may not.

can

6. You might know my father.

will

will meet

might

may remember

may

must know

can meet

7. May I meet your father? 8. I can introduce you to her.
- | | |
|----------|-------|
| family? | might |
| friend? | must |
| brother? | will |
| cousin? | shall |
| parents? | may |

STUDY

The modal auxiliary CAN: *I can introduce her to you.*

Notice the position and function of CAN:

Affirmative statement: HE CAN STUDY.

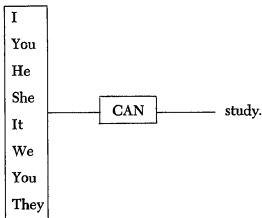
Negative statement: HE CANNOT STUDY.

Yes/no question: CAN HE STUDY?

CAN means "ability, capacity": *I can play the piano.*

CAN comes before the subject in questions. It's an auxiliary verb.

CAN does not change form for each person.



PRACTICE

1. Change to negative statements.

John can play basketball well.

→ John cannot play basketball well.

Edith can memorize the dialogue fast.

We can watch television tonight.

You can go home this weekend.

The doctor can go to the hospital today.

She can visit her friend tomorrow.

Alexander can play the piano.

The students can repeat the lesson.

John can learn to play the guitar.

2. Change to yes/no questions.

John can play basketball well.

→ Can John play basketball well?

Martha can wear the dress.

Paul can listen to the program.

Victor can play volleyball.

Ann can tell funny stories.

Penicillin can kill germs.

Libraries can be quiet.

Jean can learn to play the guitar.

Vincent can travel to New York next week.

3. Answer the questions individually.

Can you play the piano or the guitar?

→ I can play the piano.

(→ I can play the guitar.)

Can he wait for us here or at school?

→ He can wait for us here.

(→ He can wait for us at school.)

Can you learn the dialogues or the exercises?

Can you get up early or sleep late?

Can they eat now or after the game?

Can you write in English or in Spanish?

Can she drink orange juice or milk?

Can she teach English or history?

Can you throw the ball or run with it?

Can they open the door or the window?

Short answers: *Yes, I can. No, I cannot.*

CAN and CANNOT complete the short answers.

4. Give affirmative short answers.

Can you tell me something about your parents?

→ Yes, I can.

Can Jane play the piano?

→ Yes, she can.

Can the students learn English fast?

Can your father come tomorrow?

Can Francis read English?

Can you telephone me tonight?

Can Paul understand mathematics?

Can you play basketball today?

Can Peter erase the chalkboard?

Can you tell me about Columbus?

Can we meet your parents?

5. Give negative short answers.

Can John play basketball well?

→ No, he cannot.

Can you remember the dialogue?

→ No, I cannot.

Can you memorize the dictionary?

Can Vincent write with his foot?

Can you go to the movies tonight?

Can she speak Japanese?

Can your sister write music?

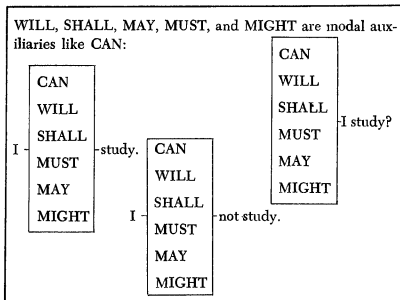
Can you talk in the library?

Can Henry tell good stories?

Can the boys play the guitar?

STUDY

The modal auxiliaries WILL, SHALL, MAY, MUST, and MIGHT.



WILL and SHALL indicate the future.

Will you study tomorrow?

Yes, I *will*. (future)

I *shall* learn English. (future and determination)

MAY and MIGHT indicate possibility. MIGHT indicates only possibility. MAY indicates possibility or permission.

I *may* go tomorrow. (possibility)

I *might* go tomorrow. (possibility)

May I go to the movies, Mother? (permission)

Yes, you *may*. (permission)

MUST indicates obligation or probability.

It's three o'clock. I *must* go. (obligation)

He's not here; he *must* be home. (probability)

MUST may be used in the negative to indicate obligation.

You *must not* talk in the library.

PRACTICE

I. Change to negative statements.

My father will go to Philadelphia tomorrow.

→ My father will not go to Philadelphia tomorrow.

I may go to the movies tonight.

→ I may not go to the movies tonight.

Philip must know the lesson.

→ Philip need not know the lesson.

We shall win the game.

You will like the new house.

Jane can sew the dress fast.

The work must be important.

They might buy a new house.

My parents may take a vacation.

John may visit his cousin on Thursday.

My sister will go to the movies alone.

2. Change to yes/no questions.

You can watch TV on Saturday.

→ Can you watch TV on Saturday?

My father will buy a new radio.

→ Will my father buy a new radio?

I may go tonight.

→ May I go tonight?

Mary must always work hard.

I can go to the store now.

My cousin will visit us next week.

She might go to church on Sunday.

I shall memorize the dialogue.

Frank must study at the library.

I shall erase the chalkboard.

She will introduce him to you.

3. Answer individually.

Must your brother work tomorrow?

→ Yes, he must.

(→ No, he needn't.)

Will he learn English?

→ Yes, he will.

(→ No, he will not.)

Can you go with us?

→ Yes, I can.

(→ No, I cannot.)

Will the men work this afternoon?

May Bill and I play?

Must you study this weekend?

Can you tell me something about yourself?

May I leave early?

Might it be better another way?

Can Philip win the game tomorrow?

Must you travel to Philadelphia this month?

4. Answer individually.

Will he come tomorrow or stay another day?

→ He will come tomorrow.

(→ He will stay another day.)

Can Kathleen play the piano or the guitar?

→ She can play the piano.

(→ She can play the guitar.)

Will you repeat the old lesson or begin the new one?

→ We will repeat the old lesson (one).

(→ We will begin the new one.)

Must you study English or help your mother?

Might Mr. Graham travel to San Francisco or stay in Chicago?

Can you understand Japanese or speak French?

May he go to the movies or watch television?

Shall I write to my friend or visit him?

Can you play basketball or must you rest?

May we go to a restaurant or must we eat at home?

Must you get up early or can you sleep late?

5. Answer individually. Give affirmative or negative answers.
Give short answers.

Can you tell me something about yourself?

→ Yes, I can.

(→ No, I cannot.)

May I leave early?

→ Yes, you may.

(→ No, you may not.)

Might it be better another way?

→ Yes, it might.

(→ No, it might not.)

Must your brother work tomorrow?

Will you learn English?

Can you go with us?

Will the men work this afternoon?

May Bill and I play?
Must you study this weekend?
Shall I telephone my friend?
Can you sleep late tomorrow?

SPEAK



- Martha:** Helen, will you tell me something about your family?
- Helen:** I have a big family: my parents, five brothers, and a sister.
- Martha:** Can you tell me something about your parents?
- Helen:** Yes, I can. My mother is a nurse. My father is a teacher. You may know him.
- Martha:** Can you tell me something about your sister?
- Helen:** Yes, I can. What do you want to know?
- Martha:** What's her name?

Helen: Her name is Betty.

Martha: May I meet her?

Helen: Yes, you may. I'll introduce you to her.

READ

Family life can change from country to country and from the city to the farm. Families in South America, for example, can be large. In the cities of the United States they might be small. The large families of South America may include more children and the extended family. The extended family includes uncles, aunts, grandparents, and some cousins. The small family in the United States may include few children and only the immediate family. In the large cities of the United States, the grandparents may want to live alone. Aunts and uncles will often do the same. As a result, the small family may mean the father, the mother, and two children.

Many factors can influence the size of the family. In the large cities, houses and apartments may be expensive. They might be small. The extended family may not be comfortable in them. The streets may be dangerous and the children cannot play freely. Grandfather and grandmother cannot live alone on a farm.

The cities are growing. Families in the cities will be smaller. This will be a loss. Children are often more mature emotionally in the extended family.

Answer the questions.

1. What can the extended family include?
2. Where might you more frequently find the small family?
3. Where will you usually find the extended family?
4. What factors might influence the size of the family?

5. Will families be larger or smaller in the cities?
6. How may the streets be in the large cities?
7. How many children might a small family have?
8. How many children might an extended family have?
9. Can grandparents live alone on a farm?
10. Will houses and apartments be expensive in the large cities?

THINK

The family is eating dinner. Each one is thinking about his plans. Tell us about them. Use **WILL, MUST, MAY, SHALL, MIGHT, and CAN**.

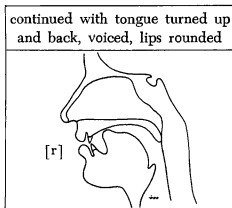
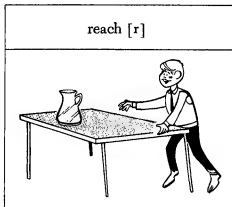


PRONOUNCE

1. Contrast [t] and [r].

<p>teach [t]</p>	<p>exploded between tongue tip and gum, voiceless, tense</p>

teach	talk	tell
take	telephone	table
tea	teacher	TV
television	tooth	toe



reach	rest	repeat
read	remember	reply
radio	reporter	room
restaurant	rice	ruler

The teacher teaches on television.

The reporter reports on the radio.

There may be many _____ and uncles in the extended family.	country
The United States is a rich _____.	freely
Children must have a big house to play _____.	grandfather
His _____ is old, but he is very intelligent.	aunts
There may be many important _____ that influence the size of a family.	few
My _____ is a very friendly person. I must visit her now.	farm
My family used to live on a _____.	factors
There are very _____ children in small families.	grandmother
The extended family may _____ many people.	large
Your _____ are two very interesting people.	mean
What does this new word _____?	grandparents
My grandfather has a _____ farm near Boston.	include
The _____ family is usually very small, but the extended family can be very big.	more
Children are _____ mature in the extended family.	influence
Many factors can _____ the size of a city.	life
_____ can be very interesting in a big city.	immediate
_____ is an important factor when you buy a house.	South America
_____ has many large families.	size

My aunt and _____ are going to visit us
next week. often

Do you _____ go to your grandfather's farm? uncle

Your family is the _____ size as mine. result

Life on a farm can be very boring. As a
_____, many people go to the cities. same

The tourist takes tea.

Robert reaches for the rice.

Take ten telephones.

Rose remembers the rest.

Ten reporters tell Robert.

Reach your toe; try to rest.

2. Identify the sounds. Listen to each word. Write 1 for [t] or 2 for [r].

1. teach _____

6. reach _____

2. read _____

7. toe _____

3. touch _____

8. rice _____

4. tea _____

9. read _____

5. room _____

10. telephone _____

COPY

Copy each word in an appropriate sentence in the same group.

There are many cars in the city. The streets
can be _____.

expensive

The houses in the city are pretty, but very
_____.

dangerous

The _____ family is very important in South
America.

comfortable

His family is big. They will not be _____
in a small house

extended

We might listen to some records or study our lessons.

When shall we go?

We must be there before five o'clock.

Why can't we be there after five?

Because they eat dinner early.

How can we get there?

We'll walk.

SUBSTITUTE

1. Where can we go today?

will

shall

may

must

might

2. We might go to Bill's house.

the library.

the movies.

the football game.

the circus.

the beach.

3. What will we do there?

can you

must he

may she

shall I

might they

4. We might listen to some records.

study our lessons.

play the guitar.

read some stories.

talk about football.

5. When shall we go?

How can

Why must

Where will

When can

6. We must be there before five o'clock.

They will

You might

He can

I shall

7. Why must we be there before five?

before six o'clock?

this afternoon?

today?

before dinner?

8. Because they eat dinner early.

at six.

in the evening.

with some friends.

late.

9. How can we get there?

go

stay

study

read

STUDY

Information questions with modal auxiliaries: *Where can we go today?*

Notice the questions with WHAT, WHERE, WHEN, and HOW:

CAN we go to Bill's house?
WHERE can we go?

WILL we play the guitar?
WHAT will we do?

SHALL we go before five?
WHEN shall we go?

CAN you get there walking?
HOW can you get there?

Use the appropriate interrogative (WHERE, etc.) plus the yes/no question form.

PRACTICE

1. Change to information questions about the underlined phrases.

Can we go to Bill's house today?

→ Where can we go today?

Will we listen to some records there?

→ What will we do there?

Shall we go after school?

→ When shall we go?

Can I go to the movies tonight?

Will Patricia work at the hospital today?

Did your mother prepare a good dinner?

Did the soccer players play badly?

Will the game be in Boston?

Do you like to eat ice cream?

Will Sylvia study the lesson this weekend?

Shall we go to Philadelphia by train?

2. Answer individually.

When can you go, today or tomorrow?

→ I can go today.

(→ I can go tomorrow.)

Where are you going to go, to San Francisco or to Chicago?

→ I'm going to go to San Francisco.

(→ I'm going to go to Chicago.)

What did you do yesterday, study or watch television?

→ I studied.

(→ I watched television.)

Where is the doctor, at his office or at the hospital?

How do you prefer your tea, hot or cold?

What shall I study, history or mathematics?

When will you have a vacation, in June or in December?

How will you study the dialogue, alone or with a friend?

Where do you want to study Japanese, here or in Japan?

When must you eat dinner, now or at seven o'clock?

What will you see, a good movie or a game?

STUDY

Information questions with WHY and answers with BECAUSE: *Why must we be there before five o'clock? Because they eat dinner early.*

Notice the use of WHY and BECAUSE:

We must be there before five.

WHY must we be there before five?

BECAUSE they eat dinner at six.

We can walk to Bill's house.

WHY can we walk to Bill's house?

BECAUSE it is near.

We can't walk to John's house.

WHY can't we walk to John's house?

BECAUSE it is very far.

Use WHY to ask for cause. Use BECAUSE to indicate cause.

PRACTICE

Change to question and answer with WHY and BECAUSE.

We can walk to Bill's house. It's near.

→ Why can we walk to Bill's house?

→ Because it's near.

John can't come to school. He's sick.

→ Why can't John come to school?

→ Because he's sick.

He didn't write to you. He wrote to your brother.

→ Why didn't he write to me?

→ Because he wrote to your brother.

The children don't have to go to school today. It's Sunday.

Henry can't go to the movies today. He has to study.

We can get up late tomorrow. Tomorrow is Sunday.

You will like the food here. It's a good restaurant.

Bill visits the hospital often. He wants to be a doctor.

I practice the guitar every day. I want to play on television.

We study English very hard. We must learn it.

You must not play in the street. There are many cars.

LEARN

Irregular past: *write* – *wrote*.

Learn or review these irregular past forms. Notice the vowel change:

The past tense of	WRITE	is	WROTE.
	SPEAK		SPOKE
	BREAK		BROKE
	RIDE		RODE
	TELL		TOLD
	SELL		SOLD

Pronounce these irregular past forms with [ow].

PRACTICE

1. Answer individually.

How did you break the window, with a tennis ball or with a basketball?

→ I broke it with a tennis ball.

(→ I broke it with a basketball.).

When did you write to your cousin, last week or last month?

→ I wrote to him last week.

(→ I wrote to him last month.).

Where did John ride his bicycle, in front of the school or in back of it?

What language did you speak in Brazil, Portuguese or English?

When did they tell you about the circus, yesterday or today?

What did Barbara sell, her radio or her guitar?

What did the teacher write on the chalkboard, an exercise or the dialogue?

When did you ride the bus, yesterday or today?

Where did you break your finger, at school or at home?

How did you speak to Mr. Martin, in Spanish or in English?

What did the teacher tell us to study, Unit 11 or Unit 12?

2. Answer in the past with **ALREADY**. Use **ALREADY** with completed activity.

Why don't you write the letter?

→ Because I wrote it already.

Why can't he speak now?

→ Because he spoke already.

Why can't James sell the painting?

Why isn't he going to ride his bicycle now?

Why won't he tell her now?

Why doesn't Steven sell his car?

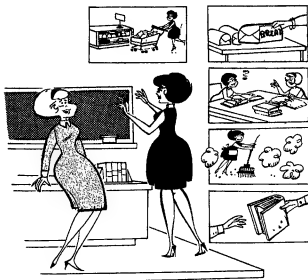
Why doesn't he write the letter now?

Why doesn't Edward break the glass?

Why don't you speak to him now?

Why doesn't he tell the story?

SPEAK



Helen: Where will you go after school?

Betty: I must go to the store.

Helen: What will you do there?

Betty: I must buy bread for dinner.

Helen: When can we study this lesson?

Betty: We must study after dinner.

Helen: Why must we study after dinner?

Betty: Because I have to work before dinner.

Helen: How can I read the lesson?

Betty: You can take the book home.

READ

What can fire do for you? It can do many good things, but it can also do bad things. It can warm your house and give you light. But it can burn your hair and your clothes, too. Fire can burn many things: houses, trees, animals, and people.

Do you like raw meat and raw fish? Will you eat your chicken and eggs raw? Some raw foods are very good. But you probably prefer to cook other things. Man cannot live well without fire.

You can learn to make fire with two pieces of wood or with a lens. You can also use matches. Young boys often like to play with matches. But fire is not a toy for children. Matches and fire are dangerous. One small match can burn a piece of paper, and then it can burn down a whole house. The same candle can give light in a room or burn a child's clothes. A very small fire may grow into a big fire very rapidly.

Children must not play with fire because it is dangerous. Their parents must be careful, too. Many people will die from fires this year. You must learn to put out a fire with water or sand, or you can cover it with your coat. Fire is the rapid combination of something with the oxygen in the air. Fires cannot burn without oxygen. To put out a fire, it is important to take away the oxygen.

Only you can prevent bad fires.

Answer the questions.

1. Why can't we play with fire?
2. What can fire do for us?
3. How can you learn to make a fire without matches?
4. How can you put out a fire?
5. Who likes to play with fire?
6. What can fire burn?
7. Why can fire be good?
8. Why can fire be bad?
9. Why must we learn to put out a fire?
10. Who can prevent bad fires?

THINK

What can fire do for you?

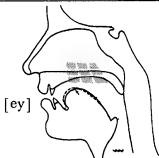
What must you learn to do about fire?



PRONOUNCE

pain [ey]

complex vowel; tongue
moves from mid-front to
high-front position



pain	same	name
they	say	day
may	make	play
stay	wait	late
change	page	break
James	Jane	game

James plays late.

Jane waits.

They change the page.

May Jane stay?

They play the same game.

The rain in Spain is a pain to Jane.

COPY

Copy each word in an appropriate sentence in the same group.

People used to use _____, but now we have electric lights.

air

It's a bad restaurant. They always _____ the food.

beach

I like to go to the _____ in the summer.

burn

The _____ is usually cold in the mountains.

candle(s)

A lesson is a _____ of many exercises.

clothes

Elizabeth always wears very nice _____

combination

Does your mother _____ well?

completely

The new hotel is _____ modern.

cook

A flower will ____ without water.	cover
There was a very big ____ in Chicago.	dangerous
My mother used to ____ me when I was a child.	die
Some sports can be very ____.	fire (noun)
There is a box of ____ on the table.	into
____ is important to life.	lens
The teacher came ____ the room.	match(es)
The camera has a very good ____.	oxygen
Bill ____ the fire with a glass of water.	piece(s)
The doctor is ____ at the hospital.	prevent
We have to ____ accidents.	probably
Charles ate three ____ of chicken.	put(s) out
Do you like to eat ____ eggs?	rapidly
Daniel walks to school very ____.	raw
Children like to play in the ____ at the beach.	record(s)
Do you like to listen to ____?	sand
____ comes from trees.	warm
I used to drink ____ milk when I was a child.	whole
He told me the ____ story.	wood



Unit 13



MEMORIZE

Jim: May I speak with David?

Mrs. Martin: Yes, of course. David! Jim would like to speak with you.

David: Hello, Jim. What's new?

Jim: We're going swimming in an hour. Could you come with us?

David: Yes, but I'm writing a letter in English and I should finish that first.

Jim: I could help you, but I have to change my clothes.

David: That's all right. I'll see you in an hour. Good-bye.

Jim: Good-bye.

May I speak with David?

Yes, of course. David! Jim would like to speak with you.

Hello, Jim. What's new?

We're going swimming in an hour. Could you come with us?

Yes, but I'm writing a letter in English and I should finish that first.

I could help you, but I have to change my clothes.

That's all right. I'll see you in an hour. Good-bye. Good-bye.

SUBSTITUTE

1. Could you come with us?

he

2. Jim would like to speak with you.

they

her.

she

him.

David

them.

us.

3. Last year he would go swimming every day.

David.

watch TV

study

4. I must call him.

go to the library

should

get up early

have to

play the guitar

could

might

5. I could help you, but I have to
change my clothes.

fix my radio.

go to the doctor.

do my homework.

write a letter.

visit my uncle.

stay in bed.

6. I should finish that first.

do

write

read

practice

study

STUDY

The modal auxiliary SHOULD: *I should go.*

Notice the use and the position of SHOULD:

John has a test tomorrow.

He SHOULD study tonight.

You have a cold.

You SHOULD stay in bed.

It's very late.

SHOULD I get up?

Use SHOULD to express obligation. SHOULD is not as strong as MUST. MUST gives no choice; SHOULD does leave a choice:

You SHOULD stay in bed. (You may get up.)

You MUST stay in bed. (You may not get up.)

SHOULD precedes the subject in a question.

PRACTICE

1. Use SHOULD with the phrase.

John has a test tomorrow. *study tonight*

→ He should study tonight.

His TV set doesn't work. *fix it*

→ He should fix it.

Sylvia is sick. *see a doctor*

Bill is tired. *sleep*

James is thirsty. *drink something*

Ann doesn't understand the exercise. *ask more questions*

Robert doesn't know the answer. *study more*

Paul likes to travel. *go to Europe*

Mary didn't hear the questions. *listen carefully*

Jane is hungry. *eat something*

2. Use MUST with the phrase.

You are sick. *stay in bed*

→ You must stay in bed.

John has a test tomorrow. *study tonight*

→ He must study tonight.

Charles doesn't know the dialogue. *memorize it*

His radio doesn't work. *fix it*

Joseph is sick. *go to the hospital*

I have to learn English. *study more*

I have to go to school at eight o'clock. *get up early*

Alice didn't read the book. *go to the library*

Frank doesn't know the telephone number. *look it up*

David is going to the United States. *learn English*

STUDY

The modal auxiliary WOULD: *He would help us.*

Notice the use and the position of WOULD:

How WOULD I fix it?

I WOULD change the batteries.

He is a good man. He WOULD not do that to you.

Use WOULD to express the conditional future.

WOULD precedes the subject in a question.

WOULD can be used for the habitual past: *He would go for a walk every day.*

PRACTICE

1. Substitute the verbs in the basic sentence. Use the affirmative or the negative as appropriate.

He is a good man. *offend*

→ He would not offend you.

He is a good man. *help*

→ He would help you.

He is a good man. *kick*

→ He would not kick you.

<i>hurt</i>	<i>like</i>	<i>pardon</i>	<i>harm</i>
<i>excuse</i>	<i>bother</i>	<i>hit</i>	<i>stop</i>
<i>kill</i>	<i>talk</i>	<i>welcome</i>	<i>teach</i>

2. Substitute the phrases given.

He would go out for a walk every day.

get up early

→ He would get up early every day.

eat a good breakfast

→ He would eat a good breakfast every day.

go to school

study his lesson

listen to his teachers

talk to his family

talk to his friends

eat his dinner

eat his lunch

watch TV

STUDY

The modal auxiliary **COULD**: *He could help us.*

Notice the use and the position of **COULD**:

He COULD get up now.	(He will not.)
You COULD call Mrs. Martin.	(Will you call her?)
COULD you fix my radio?	(Yes, I can and I will.)

COULD expresses hypothetical capacity (possibility to decide). **COULD** precedes the subject in a question.

PRACTICE

1. Substitute the phrases.

He could get up now.

fix it

→ He could fix it now.

study it

→ He could study it now.

read it

memorize it

write it

try it

practice it

repeat it

do it

close it

2. Ask and answer the questions using *could* and the words of the phrases given.

Teacher: *help me*

Student A: Could you help me?

Teacher: *busy*

Student B: Yes, I could, but I'm busy now.

Teacher: *read this*

Student A: Could you read this?

Teacher: *tired*

Student B: I could, but I'm tired now.

Teacher: *write*

Student A: Could you write this?

Teacher: *studying*

Student B: Yes, I could, but I'm studying now.

memorize; resting

use; watching TV

repeat; thinking

hold; going out

open; eating

read; sleeping

study; working

understand; not trying

CHOICE EXERCISES FOR THE MODAL AUXILIARIES:

SHOULD : light obligation, choice

MUST : strong obligation

WOULD : conditional future or habitual past

COULD : hypothetical capacity

CAN : ability

MIGHT : possibility

MAY : permission

WILL : future

1. Answer these questions using SHOULD, MUST, WILL, CAN, or WOULD.

Mary has a test tomorrow. Should she study or go to a movie?

→ She should study.

John is very sick. Must he get up or stay in bed?

→ He must stay in bed.

Robert is thirsty. Should he eat something or drink something?

His radio doesn't work. Will he fix it or buy a new one?

Alice wants to go to the football game, but her father says no. Can Alice go to the game or can't she?

You don't know the page number. Would you ask Helen or Mary?

John is sick. Should he call a doctor or an engineer?

David used to eat breakfast every day. Would he eat a big breakfast or a small one?

The football game begins at two o'clock. Must the players be there at one o'clock or at three o'clock?

Susan is late for school. Should she get up or stay in bed?

John is very sick. Should he see a doctor or a reporter?

2. Repeat these sentences using CAN, MAY, MIGHT, or SHOULD. Answer individually.

Bill *has the ability to* speak Japanese. *can*

→ Bill can speak Japanese.

The students *have permission to* leave. *may/can*

→ The students may leave.

(→ The students can leave.)

Susan *has the obligation to* study. *should*

→ Susan should study.

Possibly, John *will* see a movie tonight. *might*

→ John might see a movie tonight.

Alice *has permission to go to the dance tonight.* *can/ may*

Possibly, Charles *will go to New York with his parents.* *might*

Jean *has the ability to play the piano.* *can*

Possibly, Sylvia *will watch TV tonight.* *might*

Eugene *has permission to play basketball today.* *can/ may*

Bill *has the ability to remember things easily.* *can*

Mr. Edison *promised to fix Robert's radio.* *should*

John *has an obligation to practice his piano lesson.* *should*

3. Hypothetical ability. Repeat the sentences, substituting the phrases given.

I could play basketball, but I don't want to.
play the piano

→ I could play the piano, but I don't want to.
sing

→ I could sing, but I don't want to.

study the dialogue

speak Portuguese

work hard

repeat the answer

travel to Spain

learn the lesson

read a book

watch TV

walk to school

ask a question

SPEAK



Patricia: Hello.

Christine: Hello, is Patricia there?

Patricia: This is Patricia speaking. Who's this?

Christine: Oh hello, Patricia. This is Christine. I called to ask you about the French homework. Could you give me the page number?

Patricia: I would give it to you, but I don't know it.

Christine: Why? Did you leave your book at school?

Patricia: Yes, and I don't remember the page number. You should call Sylvia. Ask her.

Christine: All right. I'll do that. I'll call you later. Good-bye.

Patricia: Good-bye.

READ

We have to do many things in this world. We should do all of them. We usually want to do more. Often there is not enough time for everything.

James Gordon is a student in Chicago. He must go to school every day except Saturday and Sunday. He must be there at exactly eight-thirty every morning. He may not leave

before three-thirty in the afternoon. He has to wear clean clothes. He may not leave school during the lunch hour. He can bring his lunch or buy it at school. In class he has to take tests almost every week. He shouldn't run in the school building. He must go to the programs on Friday. Several days a week, James should stay after school hours to go to club meetings or to participate in sports. Sometimes he does not understand the class. He must stay after school to do special work.

What does James like to do? He likes to visit his friends or talk to them on the phone. He likes to play the guitar and sing. He likes to play tennis and go swimming. He likes to go to parties. He enjoys listening to new records. He likes to go to the movies on Saturday evening.

He could play the guitar, but he has to study. He would like to listen to his new records, but he has to listen to the teacher. He would like to go to many parties, but he can only go to a few. He would like to visit his friends, but they are busy. A student has a lot of work.

Answer the questions.

1. Who is James Gordon?
2. Where does he live?
3. What days of the week must he go to school?
4. What time must he be at school?
5. What time does he usually leave school?
6. Where does James eat lunch?
7. What must he do on Friday?
8. When must he stay after school?
9. What are some of your obligations at school?
10. What time must you be at school in the morning?

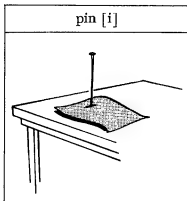
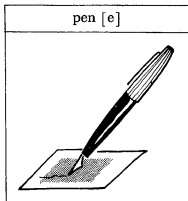
THINK

What can (could, should, must) they (he, she, you) do?



PRONOUNCE

1. Contrast [e] and [i].



pen
test
next
head
rest

bed
fell
desk
lesson
ten

bread
get
egg
letter
seven

pin
bring
fix
win
his

list
sing
give
big
Bill

ship
drink
hit
sick
in

The pen rests on the desk.
The pin didn't go in.

Help the men get bread.
Give the fish to Bill.

Tell our friend to rest.
Fix the ship to win.

2. Identify the sounds. Listen to each word. Write 1 for [e] or 2 for [i].

- | | | | |
|-----------|-------|-----------|-------|
| 1. hit | _____ | 11. bring | _____ |
| 2. net | _____ | 12. Bill | _____ |
| 3. pen | _____ | 13. ship | _____ |
| 4. desk | _____ | 14. pin | _____ |
| 5. ten | _____ | 15. give | _____ |
| 6. live | _____ | 16. men | _____ |
| 7. give | _____ | 17. sick | _____ |
| 8. drink | _____ | 18. fish | _____ |
| 9. friend | _____ | 19. rest | _____ |
| 10. help | _____ | 20. fix | _____ |

COPY

Copy each word in an appropriate sentence in the same group.

John likes to play his _____ and sing. guitar

I like to listen to my _____. can't

Susan wants to invite Mary to a party but
Mary _____ go. test

The students take a _____ in English every week. records

Ann ____ get to school at 8:30 every day.	could
Paul likes to ____ in sports.	must
He ____ play basketball but he doesn't want to.	participate
I ____ like to buy a new record.	would
You ____ write a letter to your family.	can
I have to ____ a test in geography this afternoon.	pen
You ____ take your lunch to school.	should
You can write with a _____ or a pencil.	take
If you don't listen to the teacher, you won't understand the ____.	may
Stephen ____ playing tennis and swimming.	during
Philip ____ not go to the party.	enjoys
We cannot leave school ____ the lunch hour.	classwork
I don't want to study now. I ____ I'm tired.	call
He ____ play tennis, but he has to write a letter.	guess
____ I speak with Susan?	harm
You could ____ Alice on the telephone.	may
This small horse couldn't ____ you.	would
I'm writing a letter. I should ____ that first.	bring
Helen is very late. She'll have to ____ to school.	exactly
My radio doesn't work. I have to ____ it.	finish
James will ____ his guitar to the party.	fix
Students must be ____ on time for school.	run

I don't _____ to stay after school, but I should. happens

Last year, James _____ go to the library every day. have

Patricia must stay in her room. She cannot _____, leave

There is a club meeting every week, but this _____
only on Fridays. would

Unit 14



MEMORIZE

John: Does anybody in town fix radios? Mine doesn't work.

Robert: Somebody must. Edison's Radio Shop should.

John: Does anybody know the address?

Robert: I don't. Nobody here does.

John: Should I look it up in the phone book?

Robert: Yes, of course. You could look under "Radio Repair."
Anyone there could fix it.

John: Thanks. I'll do that.

Does anybody in town fix radios? Mine doesn't work.

Somebody must. Edison's Radio Shop should.

Does anybody know the address?

I don't. Nobody here does.

Should I look it up in the phone book?

Yes, of course. You could look under "Radio Repair."
 Anyone there could fix it.
 Thanks. I'll do that.

SUBSTITUTE

1. Does anybody in town fix radios?

television sets?

2. You could look under "Radio Repair." typewriters?

TV watches?

Electric cameras?

Car

Shoe

Watch

3. Everyone must pay something.

go somewhere.

4. Somebody should fix radios. give something.

Someone travel somewhere.

No one say something.

Nobody begin somewhere.

Everybody

5. He can't make anything.

go anywhere.

read anything.

walk anywhere.

remember anything.

visit anywhere.

STUDY

The indefinite pronouns SOME-, ANY-, EVERY-, and NO-:
Does anybody in town fix radios? Somebody must.

Notice the combination of **SOME-, ANY-, EVERY-, NO-** with **-BODY** and **-ONE**:

SOMEbody	SOMEone
ANYbody	ANYone
EVERYbody	EVERYone
NObody	NO one

SOMEBODY should fix the radio.

ANYONE could fix it.

EVERYBODY should have a radio.

NO ONE would study.

SOME-, ANY-, EVERY-, and NO- combine with -BODY and -ONE to form indefinite pronouns.

PRACTICE

Answer these questions, using EVERYBODY, ANYBODY, SOMEBODY, NOBODY, EVERYONE, ANYONE, SOMEONE, or NO ONE.

The music was beautiful. Who liked it? *everyone*

→ Everyone liked it.

The story was very interesting. Who was bored?

no one

→ No one was bored.

The story was simple. Who could understand it?
everybody

The lesson was difficult. Who could understand it?
no one

The exercise was not long. Who could finish it?
everyone

The test is tomorrow. Who should study? *everyone*

It's a difficult question. Nobody wants to answer it.
Who should answer it? *somebody*

The chalkboard is clean. Did anyone here erase it?
nobody

It's easy to buy electric clocks. Who can buy them?
anybody

It's easy to understand the questions. Who can understand them? *anybody*

It's impossible to be funny all the time. Who can be funny all the time? *nobody*

STUDY

The indefinite pronouns SOME-, ANY-, EVERY-, and NO-:
He is fixing something.

Notice the combination of **SOME-, ANY-, EVERY-, NO-** with **-THING** and **-WHERE** :

SOMething	SOMEwhere
ANYthing	ANYwhere
EVERYthing	EVERYwhere
NOthing	NOwhere

I saw something somewhere.

I don't see anything anywhere now.

SOME-, ANY-, EVERY-, and NO- combine with -THING and -WHERE to form other indefinite references.

Notice the singular form and the plural meaning of combinations with EVERY-:

All of the things are electric.

EVERYTHING is electric.

PRACTICE

1. Use EVERYTHING, SOMETHING, ANYBODY, or ANYTHING.

We gave John all the food, boxes, and bottles.

→ We gave him everything.

We gave Helen a basket.

→ We gave her something.

John is rich and happy. He has _____.

James has no friends. He doesn't like _____.

All the food is here. We have _____.

It was not complete, but he said _____.

I don't have a coat, or a hat, or shoes. I don't have
_____.

Mary is sick. She can't visit _____.

He can't see colors or light. He can't see _____.

I don't know exactly what it was, but I saw _____.

2. Use NOTHING, NOBODY, EVERYWHERE, or SOMEBODY.

It's an impossible question. Who can answer it?

→ Nobody can answer it.

This work isn't difficult. Who can do it?

→ Somebody can do it.

He's very strong. Who can stop him?

He has friends in many parts of the world. Where are his friends?

He tried many medicines, but he is still sick. What helped him?

The books are on tables, chairs, and walls. Where are the books?

The room should be comfortable. No one takes care of it. Who should take care of it?

3. Use EVERYONE, SOMEONE, ANYWHERE, or NO ONE.

We all know Bill. Who knows him?

→ Everyone knows him.

She doesn't want to go to school, to church, or to the movies. Where does she want to go?

It's impossible to talk to him. Who can talk to **him**?

We left the window open. Now it's closed. Who was here?

The students and the teacher didn't come to school. Who came to school?

John didn't go to the movies. He stayed home. Where did he go?

We all like to watch television. Who likes to watch TV?

The radio was here. It's not here now. Who has it?

4. Use **EVERYBODY**, **SOMEWHERE**, or **ANYONE**.

All of us went to the game. Who went to the game?

→ Everybody went to the game.

I don't know where I lost the paper. Where did I lose it?

→ I lost the paper somewhere.

James is new in school. He doesn't know the teachers or the students. Who doesn't he know?

We won the game. All the people there were happy. Who was happy?

The offices are empty. The classrooms are empty. Who can I find?

I usually have the picture in my pocket. It's not there now. Where must it be?

The whole class has a test tomorrow. Who should study?

STUDY

Use of combinations with NO- and ANY-: *He doesn't know anything about it. He knows nothing about it.*

Notice the restriction in the use of combinations with NO- (NOTHING, NO ONE, NOBODY):

They will not go ANYwhere.

They will go NOwhere.

They must not do ANYthing.

They must do NOthing.

We can't invite ANYone this time.

We can invite NO one this time.

Don't use NO- with NEGATIVE sentences.

PRACTICE

Change to negative sentences using combinations with ANY-.

They went nowhere yesterday.

→ They didn't go anywhere yesterday.

We told the secret to no one.

→ We didn't tell the secret to anyone.

The mother cooked nothing today.

→ The mother didn't cook anything today.

The secretary telephoned no one.

The doctor gave the patient nothing.

The reporter went nowhere during his vacation.

The teacher wrote nothing on the chalkboard.

The old plane can go nowhere now.

The lawyer could get no one to help him.

The painter painted nothing for weeks.

The student knew no one.

LEARN

Irregular past: *eat—ate, come—came.*

Learn or review these irregular past forms:

The past of	EAT	is	ATE.
	COME		CAME
	BECOME		BECAME
	GIVE		GAVE
	MAKE		MADE
	PAY		PAID

Pronounce these irregular past forms with [ey].

PRACTICE

1. Answer affirmatively, using the past form of the main verb.
Use pronouns if possible. Omit other words.

Did Kathleen eat her breakfast this morning?

→ Yes, she ate it.

Did her father pay for the food?

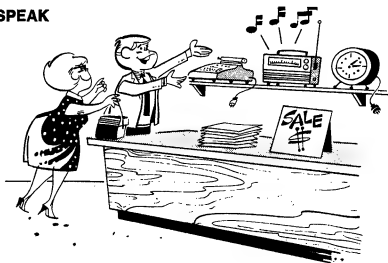
→ Yes, he paid for it.

Did her mother make breakfast?
Did her mother give Paul something?
Did Kathleen become hungry?
Did she eat the sandwich?
Did she pay for the milk somewhere?
Did he give Margaret some cake?
Did the cake make Margaret happy?
Did Margaret come home with her brother?

2. Answer individually.

Did you eat the cake or the candy?
→ I ate the cake.
(→ I ate the candy.)
Did you come to the party with James or Frank?
→ I came with Frank.
(→ I came with James.)
Did you give the gift to your sister or to your cousin?
Did you become tired or hungry at the soccer game?
Did you make sandwiches or a salad for lunch?
Did you come home alone or with someone?
Did you pay only for the pen or for everything?
Did you eat chicken or fish for dinner?
Did you eat candy or apples after dinner?
Did you come to school today feeling happy or sad?
Did you give your paper to Paul or to the teacher?
Did you make this picture or did Bill make it?

SPEAK



Mrs. Edison: I would like to buy an electric appliance for my son. Do you have anything?

Robert: Would he use a typewriter? That's good for anybody in school.

Mrs. Edison: That's very expensive.

Robert: Could he use a radio? Everybody should have one.

Mrs. Edison: I don't. No one at our house does.

Robert: Then you must buy one.

Mrs. Edison: Did I see a clock here somewhere? He has to have one.

Robert: Yes, you cannot buy better clocks anywhere.

Mrs. Edison: Are they electric?

Robert: Yes, they are.

Mrs. Edison: Good. I'll take that black one over there.

Robert: Thank you very much, ma'am. Please come back anytime.

READ

Our lives are filled with modern inventions. We use TV, radios, automobiles, airplanes, electric typewriters, telephones, electric lights, and many smaller inventions. Electric clocks, typewriters, record players, and tape recorders are everywhere. You might not have a car, but you can ride a bus instead. You might not need a typewriter, but you can use the telephone. Anybody can have an electric clock and anyone can buy a flashlight. You can buy one in almost any store.

And now plastic is at your service, too. Plastic is everywhere. Food may come in plastic bags. Children like plastic toys. Everyone uses plastic dishes, plastic clocks, plastic parts for cars, and plastic radios and TV sets.

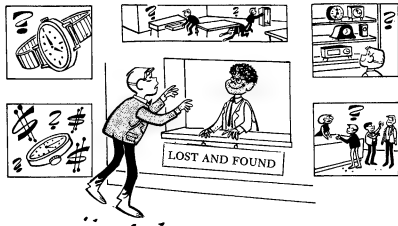
The problem is fixing these things. Anybody can fix a plastic flashlight, but can anyone fix my radio? It doesn't work. Should I look up a radio repair shop in the phone book?

Answer the questions.

1. What new inventions do you use?
2. What new inventions would you like to have?
3. What new inventions could anybody have?
4. Who should benefit from these new inventions?
5. Who might oppose new inventions?
6. Name some modern electrical inventions.
7. Where can you buy a flashlight?
8. What other modern inventions are at your service?
9. What is plastic used for?
10. Who could use plastic dishes?
11. Who could fix a plastic flashlight?

THINK

Bill lost his watch. He asks Mr. Hill at the "Lost and Found." Mr. Hill asks Bill questions, too. Answer the questions for Bill. Use *everywhere*, *everybody*, etc.



Did anyone find a watch in this store yesterday?

→ Yes, somebody found a watch in this store yesterday.

Where did you look for the watch?

Where did you lose it?

Could it be in this department?

Did you try the watch department?

Who did you ask about your watch?

Did the salesmen help you look for your watch?

Did someone tell you to come to the "Lost and Found"?

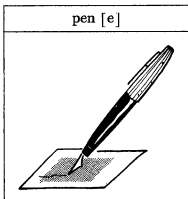
Is the watch worth a lot of money?

What would you do to get it back?

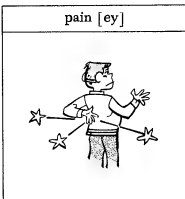
Do you know someone with a gold watch like yours?

PRONOUNCE

1. Contrast [e] and [ey].



pen	ten
net	get
cent	bread
French	tell
friend	men
egg	leg



pain	name
they	day
late	make
change	take
break	same
game	say

Get ten men.

James plays late.

When?

Wait.

Tell Helen when.

May Jane wait?

Get seven cents for bread.

The rain in Spain is a pain to Jane.

Get a tennis net. Yes, where?

They play the same game.

2. Identify the sounds. Listen to each word. Write 1 for [e] or 2 for [ey].

- | | |
|-----------------|------------------|
| 1. pain _____ | 11. cent _____ |
| 2. yes _____ | 12. French _____ |
| 3. friend _____ | 13. break _____ |
| 4. wait _____ | 14. bread _____ |
| 5. page _____ | 15. then _____ |
| 6. game _____ | 16. get _____ |
| 7. pen _____ | 17. make _____ |
| 8. tell _____ | 18. same _____ |
| 9. men _____ | 19. take _____ |
| 10. late _____ | 20. net _____ |

COPY

Copy each word in an appropriate sentence in the same group.

We _____ the cake with a fork. anybody

Where would you like to take a trip? Almost _____. anything

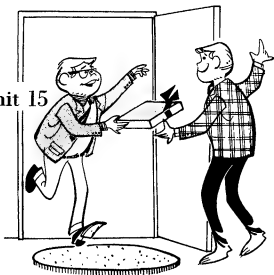
Can you see the boy? No, I can't see _____. anywhere

Does _____ fix electric typewriters in this repair shop? ate

She ____ tired from playing tennis.	bags
They ____ to the radio repair shop with us.	became
The TV program was very interesting. No one was ____.	benefit
Everybody can ____ from the use of electric light.	bored
Today, food comes in plastic ____.	came
I studied the lesson, but I still don't know the ____.	cups
You can buy ____ in plastic these days.	department
____ you go you can find telephones.	dialogue
Today it is possible to drink from plastic ____.	everything
I lost it in the sports ____.	everywhere
In the dark we can use an electric light or a ____.	fat
When you eat too much cake, you become ____.	filled
You can ____ it at the repair shop.	find
He ____ his watch yesterday.	flashlight
Our lives are ____ with new inventions.	found
What new ____ do you use at home?	gave
It's all right. The nurse won't ____ you.	Washington
____ was a President of the United States.	gold
Kathleen ____ Margaret some cake.	hurt
The watch is very expensive; it is made of ____.	inventions
Kathleen ____ a cake for the party.	more
I would like ____ milk, please.	made

Bill ____ his watch.	lose
____ understands the tourist.	lost
Where did Bill ____ his watch?	nobody
Does your car have ____ parts?	no one
____ listened to the radio last night.	oppose
They ate the cake from plastic ____.	paid
Mrs. Edison ____ for the electric clock.	plastic
Who might ____ this television program?	plates
TV ____ usually work very hard.	promised
The ____ was talking with Mrs. Edison.	repair
The ____ for dinner was green and good.	salesman
Please find a TV ____ shop in the phone book.	salesmen
The repairman ____ to fix his clock.	salad
The watch repair shop is ____ on this street.	sandwiches
A book or ____ fell on the guitar and broke it.	something
____ must know the address!	someone
We ate ____ in the park.	somewhere
Use the plastic ____ to eat the ice cream.	son
You may use my ____.	spoons
Many children play with plastic ____.	typewriter
The mother wanted to buy a gift for her ____.	toys

Unit 15



MEMORIZE

- Philip: Happy birthday, Victor.
 Victor: Thank you. Please come in. Sit down.
 Philip: Did you invite anybody else?
 Victor: Yes, I did. I invited Helen and John.
 Philip: How old are you today?
 Victor: I'm very old. Can't you see?
 Philip: You're always joking.
 Victor: Not always. I sometimes act seriously.
 Philip: How often do you do that?
 Victor: Sometimes.

Happy birthday, Victor.

Thank you. Please come in. Sit down.

Did you invite anybody else?

Yes, I did. I invited Helen and John.

How old are you today?

I'm very old. Can't you see?

You're always joking.

Not always. I sometimes act seriously.

How often do you do that?

Sometimes.

SUBSTITUTE

1. He invited Helen and John.

informed

visited

helped

called

2. Victor invited a group of friends.

I

We

Helen

They

3. You're always happy.

usually

never

sometimes

often

4. I never act seriously.

sometimes

usually

always

often

5. How often do you do that?

fast

well

frequently

many times

STUDY

Correct position of ALWAYS, USUALLY, OFTEN, and SOMETIMES: *He is always late. She usually comes on time.*

Notice the position of ALWAYS, USUALLY, OFTEN, SOMETIMES with BE:

You ARE ALWAYS joking.

I AM USUALLY serious.

John IS SOMETIMES late.

Use ALWAYS, USUALLY, OFTEN, and SOMETIMES *after* the verb BE.

Notice the use of the same adverbs with DO verbs:

John ALWAYS ACTS seriously.

You OFTEN LAUGH at my jokes.

I SOMETIMES TELL jokes.

Use these adverbs *before* DO verbs.

PRACTICE

Answer with the cue word.

Does John act seriously? *always*

→ He always acts seriously.

Are we late? *never*

→ We're never late.

Does Helen study? *sometimes*

→ Helen sometimes studies.

Is Vincent with you? *always*

Does Philip play tennis? *often*

Does John invite friends for dinner? *usually*

Is he friendly? *always*

Do they get up early? *sometimes*

Does your sister watch television? *often*

Does your mother prepare breakfast? *usually*

STUDY

HOW OFTEN, HOW FAST: *How often do you study? How fast do you drive?*

Notice the use of HOW OFTEN, HOW FAST:

HOW OFTEN do you act seriously? *often*

→ I often act seriously.

HOW OFTEN are you with John? *sometimes*

→ I am sometimes with John.

HOW OFTEN do you tell lies? *never*

→ I never tell lies.

Use HOW OFTEN to ask for the frequency of an action.

HOW FAST do you read? *very fast*

→ I read very fast.

HOW SLOW is the train? *very slow*

→ The train is very slow.

Use HOW FAST when you ask about the speed.

PRACTICE

Change to questions with HOW FAST and HOW OFTEN.

My family goes to church once a week.

→ How often does your family go to church?

John rides his bicycle very slowly.

→ How fast does John ride his bicycle?

We always listened to the radio.

→ How often did you listen to the radio?

My father watches television every morning.

I can memorize the dialogue in ten minutes.

The students repeat the dialogue every day.

Many planes can travel 600 miles an hour.

Mr. Gordon walks very fast.

Americans usually eat three times a day.

We sometimes go to the movies.

The man on the white horse always wins.

STUDY

HOW EARLY, HOW LATE/HOW NEAR, HOW FAR: *How early is it? How far is it?*

Use HOW EARLY and HOW LATE to ask about *time*:

HOW EARLY do you get up in the morning?

Very early.

HOW LATE is it now?

Very late.

Use HOW FAR and HOW NEAR to ask about *distance*:

HOW FAR is Chicago?

It's very far.

HOW NEAR is the hospital?

It's very near.

PRACTICE

1. Use HOW EARLY, HOW LATE, HOW NEAR, or HOW FAR.

I get up *before six o'clock* every morning.

→ How early do you get up?

Philadelphia is *ninety miles* from New York.

→ How far is Philadelphia from New York?

I can walk *three miles* in one hour.

_____ can you walk in an hour?

Dr. Graham lives *near* the hospital.

_____ the hospital does he live?

It's *ten o'clock* and Mary is not here.

_____ is she ?

My house is *near* the school.

_____ is your house to the school?

2. Select the correct answer.

I want to go to Boston.

How ____ is it from Baltimore? (near, far)

My teacher comes to school before class.

How ____ does your teacher come? (early, late)

It's three o'clock and the train isn't here.

How ____ is the train? (early, late)

His sister takes the bus every day.

How ____ does she take the bus? (near, far)

3. Answer individually.

How fast can you read a dialogue?

How often do you go to the movies?

How long is a day?

How far can you throw a basketball?

How well do you speak English?

How difficult is history?

How often do you have a birthday?

How tall are you?

How important is English?

How hot is Mexican food?

How fast do you walk to school?

How often does Thanksgiving come?

How much money do you have?

How old are you?

How many languages can you speak?

How cold is Alaska?

How fast does a good secretary type?

How often does Tuesday come?

How many brothers and sisters do you have?

LEARN

Irregular past: *sing—sang*.

Learn or review the irregular past forms:

The past of

SING
DRINK
BEGIN
SIT
SINK
RUN
SWIM

is

SANG.
DRANK
BEGAN
SAT
SANK
RAN
SWAM

These past forms are pronounced with [æ].

PRACTICE

Answer the questions individually. Use the past form of the verb.

Did John sit down on the chair or on the floor?

→ He sat down on the chair.

(→ He sat down on the floor.)

Did Ann sing for the men or for the cat?

Did the ship sink in the water or in the sand?

Did the cat run in the house or in the street?

Did you drink water or milk?

Did the class begin late or on time?

How did John swim, fast or slow?

Where did you sit yesterday, here or there?

SPEAK



Mr. Martin: Happy birthday, John.

John: Thank you, father.

Mr. Martin: How old are you today?

John: I'm thirteen.

Mr. Martin: How often do you walk to school?

John: Every day. Why do you ask?

Mr. Martin: I have a birthday surprise for you. Your new bicycle is in front of the house.

John: The one I always wanted? The red one with a big light?

Mr. Martin: That's the one.

John: Thanks. You're a very good father.

Mr. Martin: Sometimes I'm too good.

READ

Birthday celebrations are very popular, especially among children. Mothers usually invite their children's friends. The friends always bring gifts. The children usually play games. The mother prepares refreshments, a cake, and ice cream. The birthday cake always has candles. The candles represent the age of the child. Each candle represents one year. The child has to blow out the candles. He or she has to blow hard. He or she always makes a wish. The wish is usually kept secret. Some children are invited to birthday parties every month.

Adults sometimes celebrate their birthdays. They usually put one candle on the birthday cake. They often do not wish to tell their age. How many candles would you need on your birthday cake?

Families usually remember everybody's birthday. Somebody prepares the cake. They always light the candles. They sing "Happy Birthday." The person makes a wish and blows out the candles.

Answer the questions.

1. How often do children celebrate birthdays?
2. What is a birthday cake?
3. What do the candles represent?

4. What do children usually do at birthday parties?
5. How many candles do adults usually have on their cakes?
6. Do adults always celebrate their birthdays?
7. Can you sing "Happy Birthday" in English?
8. When is your birthday?
9. Are you going to have a party?
10. Are you going to invite many people?

THINK

Ask questions with **HOW OFTEN**, **HOW FAST**, **HOW EARLY**, **HOW LATE**, **HOW FAR**, **HOW NEAR**, or **HOW OLD**. Use **ALWAYS**, **USUALLY**, **OFTEN**, **SOMETIMES**, or **NEVER**, if appropriate.

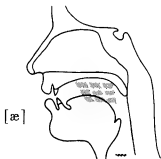


PRONOUNCE

man [æ]



simple vowel; tongue in
low-front position;
lips extended to the sides



man	hat	hand
cat	map	bag
Ann	class	black
add	ask	pass
plan	have	had
sang	drank	ran
sank	sat	began
language	apple	basket
bad	happy	thank

Ann sang for the man.

The man passed the hat.

A black cat ran.

I have the cat in the bag.

Thank Sam for the map.

The happy man sat in the class.

COPY

Copy each word in an appropriate sentence in the same group.

Use the correct form of the verbs.

- | | |
|---|--------------|
| English is very easy. _____ can learn it. | act(s) |
| Can you _____ all the candles? | age |
| Alice sometimes _____ like a child. | anybody |
| My grandfather is very old, but I don't know his exact _____. | birthday |
| Today is my _____! | blow out |
| Who did you _____? | cake |
| John is very _____ with his new bicycle. | everybody |
| _____ is always very cold. | happy |
| Kathleen is very popular. _____ likes her. | ice cream |
| Would you like a piece of _____? | invite |
| _____ sit down. | joke |
| The teacher doesn't like to _____ in class. | light |
| Shall I _____ the fire? | party |
| Everybody is thirsty. I will prepare the _____. | please |
| I went to a nice _____ last week. | refreshments |
| The ship _____ in the Pacific Ocean. | represent |
| We usually act _____ in class. | run |
| Yesterday, I _____ to school. | secret |
| A woman's age is usually a big _____. | seriously |
| I don't understand this painting. What does it _____? | sink |

I can't eat this now. It's ____ hot.	sit
I ____ in a very comfortable chair last night.	surprise
James is ____ tired. He should go to bed.	swim
Edward ____ a mile at the beach last Sunday.	too
I have a ____ for you.	very
I ____ I could speak English.	wish (n)
Did you make a ____ on your birthday?	wish(v)

Unit 16



MEMORIZE

John: What's your favorite food?

Philip: I don't know. I like cake and ice cream. What's yours?

John: Mine is hamburgers. I love hamburgers. That's my first choice.

Philip: It's my last choice. How do you like them? Without onions?

John: With onions, and I also like hot dogs and pizza.

Philip: Well, well!

What's your favorite food?

I don't know. I like cake and ice cream. What's yours?

Mine is hamburgers. I love hamburgers. That's my first choice.

It's my last choice. How do you like them? Without onions?

With onions, and I also like hot dogs and pizza.

Well, well!

SUBSTITUTE

1. What is your favorite food?

his

her

their

John's

Helen's

2. Mine is hamburgers.

His

Hers

Ours

Theirs

John's

3. What's yours?

his?

hers?

ours?

mine?

theirs?

John's?

4. That's my first choice.

second

third

tenth

last

5. It's my cake.

your

his

her

our

their

STUDY

Possessive pronouns: *This is mine. That is yours.*

Notice the use of MINE, YOURS, HIS, HERS, OURS, and THEIRS:

Here are the books. I will distribute them.

This book is

YOURS.

MINE

HIS

HERS

THEIRS

MINE, YOURS, HIS, HERS, OURS, and THEIRS complete a phrase. MY, YOUR, HIS, HER, OUR, and THEIR accompany a noun:

This is

MY

book.

YOUR

HIS

HER

OUR

THEIR

It's

MINE.

YOURS

HIS

HERS

OURS

THEIRS

PRACTICE

1. Repeat the first sentence and add the second one.

This is not John's dictionary.

→ This is not John's dictionary. He wants his.

This is not Helen's map.

→ **This is not Helen's map. She wants hers.**

This is not my pencil.

→ **This is not my pencil. I want mine.**

These are not your papers.

This is not their picture.

This is not our letter.

This is not David's volleyball.

These are not Mary's flowers.

This is not Bill's coat.

This is not my typewriter.

This is not Frank's guitar.

2. Answer individually in the affirmative or in the negative.

Is this your book?

→ **Yes, it's mine.**

(→ **No, it's not mine.**)

Is this Helen's pencil?

→ **Yes, it's hers.**

(→ **No, it's not hers.**)

Are these John's papers?

Are these your pictures?

Is this their classroom?

Are these Philip's things?

Are these his tennis shoes?

Is this John's notebook?

Is this her automobile?

Is this our record player?

STUDY

Ordinal numbers: *first, second, third, . . .*

The first three ordinals are irregular:

CARDINALS	ORDINALS	ABBREVIATIONS
one	→ first	→ 1st
two	second	2nd
three	third	3rd

Form other ordinals by adding a final "th" [θ]:

four	→ fourth	→ 4th
five	fifth	5th
six	sixth	6th
nine	ninth	9th
ten	tenth	10th
eleven	eleventh	11th
twelve	twelfth	12th
thirteen	thirteenth	13th
twenty	twentieth	20th
twenty-one	twenty-first	21st
twenty-two	twenty-second	22nd
twenty-three	twenty-third	23rd
twenty-four	twenty-fourth	24th
twenty-nine	twenty-ninth	29th
one hundred	one hundredth	100th
one hundred one	one hundred first	101st

PRACTICE

1. Read the sentences aloud.

This is the first time.

The second will be tomorrow.

I do not see the tenth book.

The first month of the year is January.

The twelfth month is December.

The last day of the year is December 31.

2. Answer the questions, using the ordinals.

What day of the month is Christmas?

→ The twenty-fifth.

What month of the year is May?

→ The fifth month.

What month is November?

What day of the year is New Year's Day?

What ordinal completes a dozen?

What ordinal completes half a dozen?

What month is your birthday?

What day of the month is your birthday?

What month is August?

LEARN

Irregular past: *see—saw; think—thought.*

Learn or review these irregular past forms:

The past of	SEE	is	SAW.
	THINK		THOUGHT
	TEACH		TAUGHT
	BUY		BOUGHT
	CATCH		CAUGHT
	FIGHT		FOUGHT
	BRING		BROUGHT

These past forms are pronounced with [ɔ].

PRACTICE

Answer “yes” with SOME, SOMETHING, SOMEBODY, or SOMEWHERE.

Did you buy any books?

→ Yes, I bought some.

Did he fight anywhere?

→ Yes, he fought somewhere.

Did he catch anything?

Did John bring any money?

Did you see any friends?

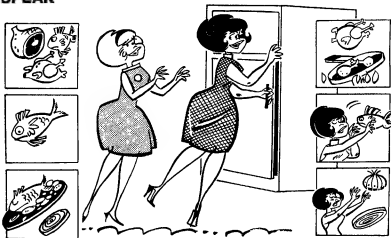
Did Miss Hill teach anybody?

Did you think about anything?

What did you buy?

Did you fight anybody?

SPEAK



Helen: What's your favorite food?

Mary: I don't know. I like fried chicken. What's yours?

Helen: Mine is fish. I love fish. That's my first choice.

Mary: I don't like fish. It's my last choice. How do you like it?

Helen: I like it with potatoes. And I also like it with onions.

Mary: I don't like onions.

READ

Food is national and international. People like their own national dishes and a variety of foreign ones. You can find Chinese, Italian, and French restaurants in any large city. You can find Spanish and Mexican restaurants in New York, Washington,

San Francisco, and many other cities in the United States. In New York, of course, you can find almost any type of food.

American hamburgers and hot dogs are well-liked in Madrid and London. And Spanish olives are luxury foods in New York and Washington. You can feel homesick for salt cod or canned sardines. But in every country you will find rice, potatoes, eggs, bread, soup, meat, fish, vegetables, milk, fruit, and other basic foods. They are prepared differently in the United States, Brazil, Colombia, Mexico, Italy, Germany, and in all the other countries.

In each country they also prefer something different to drink. They drink tea in England and wine in France. Americans prefer Coca-Cola or milk. German beer is now completely international.

Boys and girls are often very conservative about new foods. They often prefer to eat the same three or four favorite dishes: french-fried potatoes and hamburgers, ice cream and cake, hot dogs, fried chicken, . . .

Answer the following questions:

1. Are your favorite foods national or international?
2. What are your favorite foods?
3. What would be your favorite restaurants in New York?
4. What foods would make you homesick?
5. What would be your first, second, and third choices in a restaurant?
6. What kinds of potatoes do you like?
7. Do boys and girls like to try new foods?
8. What do you prefer to drink?
9. What kinds of foods will you find everywhere?
10. Where are American hamburgers well-liked?

THINK



John is thinking about food.

1. What is John's favorite food?
2. What does John like to drink?
3. What is your favorite food?
4. What might John eat for dinner?
5. When would John eat dinner?
6. What might John eat for breakfast?
7. What might he have for lunch?
8. When would John eat cake and ice cream?
9. Why would John eat a hamburger?
10. Where would John eat hot dogs?

PRONOUNCE

1. Contrast [æ] and [e].



man	hat
bag	class
add	ask
have	had
hand	pass
black	drank

men	ten
net	leg
cent	friend
tell	French
pen	bread
get	egg

Ann sang for the man.

Tell Helen when.

The man passed the hat.

Ten cents for bread.

A black cat ran.

Get seven men.

Thank Sam for the map.

When?

The man's hand sank in the sand.
Get to bed at ten.

2. Identify the sounds. Listen to each word. Write 1 for [æ] or 2 for [e].

- | | | | |
|---------|-------|------------|-------|
| 1. pen | _____ | 11. bread | _____ |
| 2. yes | _____ | 12. friend | _____ |
| 3. man | _____ | 13. ran | _____ |
| 4. cat | _____ | 14. when | _____ |
| 5. sang | _____ | 15. bag | _____ |
| 6. bad | _____ | 16. tell | _____ |
| 7. bed | _____ | 17. plan | _____ |
| 8. ask | _____ | 18. map | _____ |
| 9. men | _____ | 19. French | _____ |
| 10. get | _____ | 20. sat | _____ |

COPY

Copy each word in an appropriate sentence in the same group.

Philip likes _____ and ice cream. beer

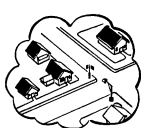
German _____ has become completely international. cake

Boys and girls are often very _____ about new canned sardines foods.

One can drink _____ in almost any country. Coca-Cola

You can feel homesick for _____. conservative

What is John's ____ food?	delicacies
One might eat ____ for breakfast.	favorite
American-style hamburgers are offered as ____ in Madrid and in London.	foreign
In New York, there are many ____ restaurants.	french-fried
You might eat ____ potatoes with your lunch.	fruit
Cake is always good with ____.	hamburgers
Many people like ____ with onions.	homesick
One can feel ____ for a favorite food.	hot dog
Rice, potatoes, eggs, and other basic foods are ____.	ice cream
One might buy a ____ at a football game.	international
Italian ____ is good at a party.	national
Do you like your hamburger with ____?	really
People like their favorite ____ dishes and a variety of foreign ones.	onions
Philip doesn't ____ know what kind of food he likes.	pizza
Spanish ____ are served in New York and Washington.	olives
At dinner one eats the ____ first.	salt cod
____ is a well-known fish.	soup
____ are served along with meat and potatoes.	vegetables



Unit 17



MEMORIZE

Philip: John, where do you live now?

John: We live in the suburbs.

Philip: How far is it from school?

John: It's very far.

Philip: How long does it take you to go home?

John: It takes me about an hour.

Philip: How do you go?

John: By bus. I have to change buses on the way.

Philip: Couldn't you live near the school?

John: No, I have to live far from here. The houses in the city are small and expensive.

John, where do you live now?

We live in the suburbs.

How far is it from school?

It's very far.

How long does it take you to go home?

It takes me about an hour.

How do you go?

By bus. I have to change buses on the way.

Couldn't you live near the school?

No, I have to live far from here. The houses in the city are small and expensive.

SUBSTITUTE

1. Where do you live?

work?

study?

play?

eat?

2. I live in the suburbs.

the city.

the country.

this area.

Argentina.

New York.

Paris.

London.

3. He lives on State Street.

on Fifth Avenue.

on Pennsylvania Avenue.

on River Road.

on the second floor.

on the first floor.

4. She lives at 1600 Pennsylvania Avenue.

at 1351 River Road.

at 4983 Park Avenue.

at 701 Fifth Avenue.

at 1049 Main Street.

at 1417 State Street.

5. They live in the country.

on Main Street.

in Pennsylvania.

in Mexico.

on the first floor.

at 1410 Park Avenue.

6. We have to live in this area.

in New York.

in California.

on that street.

at that address.

STUDY

Place: *here, in the city, on Main Street.*

Expressions of place: HERE, THERE, FAR, NEAR (adverbs); IN THE CITY, ON MAIN STREET (prepositional phrases).

I live HERE.

THERE.

NEAR.

I live FAR.

IN THE CITY.

ON MAIN STREET.

NEAR THE SCHOOL.

Use expressions of place after the verb and after the object:

I saw John HERE.

IN THE CITY.

PRACTICE

Answer with one of the alternatives.

Do you live in the city or in the country?

→ I live in the city.

(→ I live in the country.)

Do you study here or there?

Does John live near here or far from here?

Does he live near the school or far from it?
Does Helen work far from here or near here?
Does she live on Main Street or on State Street?
Does she eat at school or at home?
Did you see John here or at school?
Was he near or far?
Was he in the car or on the street?

STUDY

Place: *in, on, at.*

Use IN for city, nation, continent, or area:

John lives IN New York.
New York is IN the United States.
It is IN North America.

Use ON for street, floor, line, or surface:

I live ON Main Street.
Helen lives ON State Street.
She lives ON the second floor.

Use AT for a specific address:

I live AT 2431 Main Street.
It is AT 5612 Park Avenue.
John lives AT 1644 State Street.

PRACTICE

1. Complete the sentences with IN, ON, or AT.

Washington

We were in Washington.

Fifteenth Street

We were on Fifteenth Street.

2214 State Street

We were at 2214 State Street.

New York City

the corner of 49th and Fifth

Fifth Avenue

the 10th floor

49th Street

St. Patrick's Cathedral

2. Answer individually.

Where does John live?

He lives at _____.

Where do you live?

I live on _____.

Where is your home?

It is in _____.

Where is Helen's home?

It is at _____.

Where is London?

It is in _____.

Where is Buenos Aires?

It is in _____.

Where is the restaurant?

It is on _____.

Where did you see John?

I saw him at _____.

STUDY

Time: *then, at three o'clock.*

Expressions of time: THEN, NOW, BEFORE, AFTER (adverbs); YESTERDAY, TOMORROW, TODAY, LAST YEAR, SUNDAY (nouns); AT THREE O'CLOCK, IN 1971, BEFORE SUNDAY, AFTER SUNDAY (prepositional phrases).

I saw John THEN.

YESTERDAY.

AT THREE O'CLOCK.

They usually go after expressions of place:

I saw John THERE THEN.

THERE YESTERDAY.

THERE AT THREE O'CLOCK.

PRACTICE

Complete the answers appropriately. Answer individually.

What time do you usually get up?

→ I usually get up at . . .

What day do you go to church?

→ I go to church on Sunday.

What month will John finish school?

When did you study the lesson, yesterday or today?

When will you have a vacation, in June or in January?

What month is your birthday?

When did you see your family?

When will you see them again?

At what time do you eat dinner?

LEARN

Irregular past: *write—wrote*.

Review or learn these irregular past forms:

The past of

WRITE

is

WROTE.

SPEAK

SPOKE

BREAK

BROKE

WAKE

WOKE

DRIVE

DROVE

CHOOSE

CHOSE

RIDE

RODE

RISE

ROSE

TELL

TOLD

SELL

SOLD

Pronounce these irregular past forms with the vowel sound
[ow]

PRACTICE

Answer the questions individually.

Did you write in English or in Spanish?

→ I wrote in English.

(→ I wrote in Spanish.)

Did you speak English or French?
Did he break the glass or the cup?
Did you wake up early or late?
Did he drive the bus or the car?
Did she choose the green hat or the black one?
Did they ride the train or the bus?
Did the sun rise at seven or at eight?
Did you tell Philip or John?
Did you sell the house or the car?
Did she write the letter at school or at home?

SPEAK



Helen: Where do you live?

Alice: We live in the city.

Helen: How far is it from school?

Alice: It's very near.

Helen: How long does it take you to go home?

Alice: It takes me about ten minutes.

Helen: How do you go?

Alice: I usually walk. How do you go home?

Helen: I have to take a bus.

Alice: How long does it take you to go home?

Helen: It takes me about an hour. I have to change buses on the way.

Alice: Couldn't you live near the school?

Helen: No, we can't. The houses are too small.

READ

New York, Tokyo, and London are too big. Each year, tens of thousands of new people go to the cities to live. Many of them must live there under poor conditions. They do not have enough houses. They cannot work. Their children do not go to school. They may not have running water.

Yet more people want to live in the big cities now; as a result, the big cities are getting bigger. Mexico, São Paulo, Buenos Aires, Paris, and Madrid are getting bigger. The countryside is losing people to the cities. Opportunities are better in the cities. The best schools, the best hospitals, and the best jobs are in the cities. But too many people go there now. The cities are suffering from indigestion. They cannot take care of all the new residents. The solution is to limit the size of

the cities. The cities should not admit new residents without work, without houses, without a place in school, and without water for them. Why not limit the size of the cities? Countries limit immigration. Would you let people enter a hospital without enough beds? Would you let anyone board a ship without space for him? Would you let an unlimited number of people into an elevator? The hospital could not care for the sick. The ship would sink. The elevator would fall down.

Where will people go then? Plan new cities. Plan the schools, houses, hospitals, streets, and water for the people. But limit the size of the big cities. Limit the size of each city so that each family will have work, schools, hospitals, houses, water, etc.

Answer the questions.

1. Would you like to live in the city or in the country?
2. Are you in favor of limiting the size of cities? Why?
3. What big cities do you know from experience?
4. What big cities do you know from reading?
5. What are some of the problems they have?
6. What good things can you find in the city?
7. What bad things do you find in the city?
8. What good things can you find in the country?
9. What bad things can you find in the country?
10. Why should cities be planned?

THINK

Where do you live?

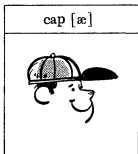
What are the problems of living in the big cities?

What are the good things?

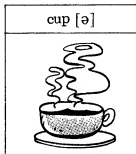


PRONOUNCE

1. Contrast [æ] and [ə].



cap	man
bag	class
add	ask
have	had
hat	pass
black	drank



cup	run
doesn't	up
but	come
cover	summer
nut	must
study	trunk

Ask the man for the cap.

Someone comes for the cup.

Sam plans to thank Ann.

His uncle doesn't study in the summer.

The class sang.

The bus was funny.

Pass the hat.

Cover the lunch.

2. Identify the sounds. Listen to each word. Write 1 for [æ] or 2 for [ə].

1. man _____

3. does _____

2. come _____

4. hand _____

- | | |
|-----------------|-----------------|
| 5. bus _____ | 13. month _____ |
| 6. lunch _____ | 14. cup _____ |
| 7. thank _____ | 15. cap _____ |
| 8. trunk _____ | 16. cat _____ |
| 9. black _____ | 17. nut _____ |
| 10. bag _____ | 18. run _____ |
| 11. class _____ | 19. hat _____ |
| 12. must _____ | 20. some _____ |

COPY

Copy each word in an appropriate sentence in the same group.

Did he _____ his leg playing baseball? after

I didn't see him. He left _____ I arrived. area

This _____ of the city has many people. before

He _____ his leg playing soccer. break

He was late. He arrived two hours _____ the party broke started.

Would you let an _____ number of people into an elevator? choose

Mr. Edison _____ to work last week. chose

Cake is my favorite. I always _____ cake. unlimited

John _____ the blue coat. drive

Can you _____ a car? drove

Write your name here on this _____. limit

We must _____ the number of students in classes. line

Take the ____ to the sports department, please.	indigestion
Where are my books? ____ they are.	elevator
Bill ate a lot. Now he has ____.	here
We should ____ better cities.	millions
The new school will be very expensive. It will probably cost ____ of dollars.	now
With the ____ of his pencil, he showed a special ____ in the book.	plan
I usually ____ a bus to school.	point
Mr. Edison can see you ____.	ride
Did the salesman ____ a TV set to Mrs. Edison?	rise
The salesman ____ a clock to Mrs. Edison.	rode
The sun ____ at six o'clock this morning.	rose
Last year I ____ my bicycle to school.	sell
Did you see the sun ____ this morning?	sold
We must find a ____ to the problem.	spoke
In geometry we can study line and ____.	solution
The people don't have food or water or houses. Many are sick. They are ____.	suburbs
The teacher ____ for six hours today.	surface
We live in the ____ near the city.	suffering
Letters from our families ____ us what is happening at home.	take care of
Mothers usually ____ their children.	tell

Yesterday my father ____ me a funny story.	then
He gave me his idea. ____ I gave him mine.	thousands
Not only hundreds but ____ of people were there.	told
I ____ up very early this morning.	sink
Last week I ____ a letter to my uncle.	size
Is the car large or small? I don't know its ____.	wake
The ship might ____ with many people on it.	woke
I always ____ up very early.	wrote

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